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ABSTRACT

The first annual National Education Goals Report is presented, focusing on measuring/monitoring the nation's/states' progress toward meeting the President's and governors' six national education goals. The most recent quality indicators available are presented, which are: results-oriented (focusing on whether or not the nation is achieving the goals), and intended to measure progress against world-class performance standards and not to compare states. The six goals proposed by the President and governors in 1989 concern: readiness for school; high school completion; student achievement and citizenship; science and mathematics; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. Three chapters describe performance-based national outcomes on attaining each goal, national and uniform state data on achieving the goals and related objectives, significant data gaps and proposals for creating new indicators to improve data reported in the future, and the Federal Government's role in helping to achieve the goals. Seventy-nine exhibits (tables and bar graphs) accompany the three chapters, and selected statistics for the 56 states and outlying territories are tabulated. Five appendices provide the sources of data for the exhibits, technical notes, descriptions of federal progams, full federal agency titles, and outlines of the six goals and related objectives. (RLC)

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# GOALS REPORT

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1991

# THE NATIONAL EDUCATION GOALS REPORT

## BUILDING A NATION OF LEARNERS

1991

# Foreword

On behalf of the National Education Goals Panel, I am pleased to present our first annual report. The idea of an annual report card to the nation originated at the Education Summit in Charlottesville, Virginia, in September 1989. There the President and the nation's Governors agreed that establishing National Education Goals would capture the attention and resolve of Americans to restructure our schools and radically increase our expectations for student performance. But it was also recognized that adopting national Goals would ultimately prove an empty gesture without a shared commitment to achieving them and to holding ourselves accountable for their success.

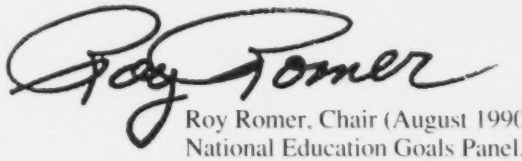
In July 1990, the National Education Goals Panel was created and charged with measuring our progress over ten years toward achieving the six National Education Goals. The Panel includes six Governors, four members of the Administration, and four members of Congress. During the past year we have initiated and participated in an extraordinary national debate about the role of educational assessment and the need for national standards against which to measure the performance of individuals as well as school systems. This debate continues and future reports will reflect our ongoing learning and consensus.

The purpose of this report is to focus on measurement — how well we are measuring up against the Goals. But measurement is not an end in itself. The process attains its full value only when the information generated is used as a tool to improve results — as a way to empower individuals and motivate greater effort toward higher levels of performance.

By presenting this sober and accurate diagnosis of our educational performance, we hope to generate a sense of resolve and of urgency for action. To prosper as individuals and as a nation, we must have world-class standards. Accurate assessment can help us gauge where our efforts are falling short and suggest areas where performance must be improved.

Achieving these Goals requires a sustained partnership of government policy and individual and community commitment. Such a partnership requires that we make education the most important business in the nation, in our states, and in our individual lives. The shape and course of our future will be determined by our collective response. This report is dedicated to the students, parents, educators, policymakers, and business and community leaders who care enough about the future to accept the challenge of aiming for and attaining world-class standards — of achieving excellence.

Sincerely,



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National Education Goals Panel, and Governor of Colorado


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(August 1991-August 1992)
National Education Goals Panel,
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# TABLE OF CONTENTS


Page

FOREWORD ..... iii

INTRODUCTION ..... ix

CHAPTER 1: INDICATORS FOR THE 1991 REPORT ..... 1

Part I: Measuring National Progress Toward the Goals ..... 3

Goal 1: Readiness for School ..... 4

Goal 2: High School Completion ..... 6

EXHIBIT 1: High School Completion Status
EXHIBIT 2: High School Completion Trends
EXHIBIT 3: Dropouts Who Returned to High School

Goal 3: Student Achievement and Citizenship ..... 10

EXHIBIT 4: Competency in Mathematics
EXHIBIT 5: Competency in Mathematics - Grade 4
EXHIBIT 6: Competency in Mathematics - Grade 8
EXHIBIT 7: Competency in Mathematics - Grade 12
EXHIBIT 8: Advanced Placement Results - Core Subjects
EXHIBIT 9: Trends in Advanced Placement Examinations - Core Subjects
EXHIBIT 10: Knowledge of Civics
EXHIBIT 11: Voter Registration

Goal 4: Science and Mathematics ..... 16

EXHIBIT 12: Science Achievement in Five Countries
EXHIBIT 13: Mathematics Achievement in Five Countries
EXHIBIT 14: International Mathematics Achievement Comparisons

Goal 5: Adult Literacy and Lifelong Learning ..... 20

EXHIBIT 15: Literacy Achievement
EXHIBIT 16: Literacy Achievement by Race/Ethnicity

Goal 6: Safe, Disciplined, and Drug-free Schools ..... 24

EXHIBIT 17: Obtaining Illegal Drugs at School
EXHIBIT 18: Use of Drugs at School
EXHIBIT 19: Trends in At-School Drug Use
EXHIBIT 20: Student Victimization
EXHIBIT 21: Threats and Injuries with Weapons
EXHIBIT 22: Student Victimization Trends
EXHIBIT 23: School Safety
EXHIBIT 24: Teacher Victimization

Part II: Additional Important Information Related to the Goals and Objectives ..... 31

Goal 1: Readiness for School ..... 32

EXHIBIT 25: Prenatal Care
EXHIBIT 26: Birthweight
EXHIBIT 27: Routine Health Care
EXHIBIT 28: Child Nutrition
EXHIBIT 29: Parent-Child Literacy Activities
EXHIBIT 30: Parent-Child Arts Activities

EXHIBIT 31: Parent-Child Cultural Outings
EXHIBIT 32: Preschool Participation
EXHIBIT 33: Preschool Quality

Goal 2: High School Completion ..... 40

EXHIBIT 34: High School Dropout Rates
EXHIBIT 35: Factors Related to Dropping Out

Goal 3: Student Achievement and Citizenship ..... 44

EXHIBIT 36: Mathematics Achievement - Grade 4
EXHIBIT 37: Mathematics Achievement - Grade 8
EXHIBIT 38: Mathematics Achievement - Grade 12
EXHIBIT 39: Trends in Reading Proficiency
EXHIBIT 40: Trends in Writing Proficiency
EXHIBIT 41: Trends in Mathematics Proficiency
EXHIBIT 42: Trends in Science Proficiency
EXHIBIT 43: Advanced Placement Results - Foreign Languages and Fine Arts
EXHIBIT 44: Trends in Advanced Placement - Foreign Languages and Fine Arts
EXHIBIT 45: High School Course Completion - Core Subjects
EXHIBIT 46: High School Course Completion - Foreign Languages and Fine Arts

Goal 4: Science and Mathematics ..... 54

EXHIBIT 47: Mathematics Instructional Practices
EXHIBIT 48: Science and Mathematics Teacher Preparation
EXHIBIT 49: Science Degrees Earned by Men and Women
EXHIBIT 50: Mathematics Degrees Earned by Men and Women
EXHIBIT 51: Science Degrees Earned by Different Race/Ethnic Groups
EXHIBIT 52: Mathematics Degrees Earned by Different Race/Ethnic Groups

Goal 5: Adult Literacy and Lifelong Learning ..... 62

EXHIBIT 53: Participation in Adult Education
EXHIBIT 54: Barriers to Adult Education
EXHIBIT 55: Providers of Adult Education
EXHIBIT 56: Reasons for Participating in Adult Education
EXHIBIT 57: Employer Support for Adult Education
EXHIBIT 58: College Enrollment
EXHIBIT 59: Trends in College Enrollment
EXHIBIT 60: Enrollment in Postsecondary Education
EXHIBIT 61: College Completion
EXHIBIT 62: Trends in College Completion

Goal 6: Safe, Disciplined, and Drug-free Schools ..... 70

EXHIBIT 63: Student Drug Use
EXHIBIT 64: Trends in Student Drug Use
EXHIBIT 65: Teacher Disciplinary Control over Classrooms
EXHIBIT 66: Skipping School and Classes

Part III: State Indicators on the Goals and Objectives ..... 75

Alabama ..... 76
Alaska ..... 78
Arizona ..... 80
Arkansas ..... 82
California ..... 84
Colorado ..... 86

Connecticut ..... 88
Delaware ..... 90
District of Columbia ..... 92
Florida ..... 94
Georgia ..... 96
Hawaii ..... 98
Idaho ..... 100
Illinois ..... 102
Indiana ..... 104
Iowa ..... 106
Kansas ..... 108
Kentucky ..... 110
Louisiana ..... 112
Maine ..... 114
Maryland ..... 116
Massachusetts ..... 118
Michigan ..... 120
Minnesota ..... 122
Mississippi ..... 124
Missouri ..... 126
Montana ..... 128
Nebraska ..... 130
Nevada ..... 132
New Hampshire ..... 134
New Jersey ..... 136
New Mexico ..... 138
New York ..... 140
North Carolina ..... 142
North Dakota ..... 144
Ohio ..... 146
Oklahoma ..... 148
Oregon ..... 150
Pennsylvania ..... 152
Rhode Island ..... 154
South Carolina ..... 156
South Dakota ..... 158
Tennessee ..... 160
Texas ..... 162
Utah ..... 164
Vermont ..... 166
Virginia ..... 168
Washington ..... 170
West Virginia ..... 172
Wisconsin ..... 174
Wyoming ..... 176

American Samoa ..... 178
Guam ..... 180
Northern Marianas ..... 182
Puerto Rico ..... 184
Virgin Islands ..... 186

CHAPTER 2: INDICATORS FOR FUTURE REPORTS ..... 189

CHAPTER 3: THE FEDERAL ROLE IN MEETING THE NATIONAL EDUCATION GOALS ..... 193

The Federal Financial Role ..... 196

EXHIBIT 67: Federal Resources for Programs that Improve Education/Provide Services during the Preschool Years, School Years, and Post-High School Years
EXHIBIT 68: Proportion of 1991 Federal Resources Provided for Programs that Improve Education/Provide Services during Preschool Years, School Years, and Post-High School Years
EXHIBIT 69: Federal Resources by Department/Agency for Programs that Improve Education/Provide Services during the Preschool Years
EXHIBIT 70: Proportion of 1991 Federal Resources Within 12 Major Preschool Years Programs Allotted to Nutrition, Health, and Education
EXHIBIT 71: Major Federal Programs that Improve Education/Provide Services during the Preschool Years
EXHIBIT 72: Federal Resources by Department/Agency for Programs that Improve Education/Provide Services during the School Years
EXHIBIT 73: Major Federal Programs that Improve Education/Provide Services during the School Years
EXHIBIT 74: Federal Resources by Department/Agency for Programs that Improve the Education/Provide Services during the Post-High School Years
EXHIBIT 75: Major Federal Programs that Improve Education/Provide Services during the Post-High School Years
EXHIBIT 76: Average Guaranteed Student Loan and Pell Grant Award and Number of Students Served by Fiscal Year
EXHIBIT 77: Maximum Pell Grants as Percentage of College Costs by Type of Institution and Fiscal Year
EXHIBIT 78: Major Activities of the National Center for Education Statistics

Federal Support for Educational Research and Development ..... 208

EXHIBIT 79: Federal Resources by Department/Agency for Educational Research and Development

Federal Efforts to Increase State and Local Flexibility ..... 210

Federal Efforts to Control Mandates ..... 210

APPENDICES ..... 211

Appendix A: Sources ..... 213
Appendix B: Technical Notes ..... 219
Appendix C: Descriptions of Federal Programs ..... 229
Appendix D: Full Federal Agency Titles ..... 233
Appendix E: The National Education Goals ..... 235

ACKNOWLEDGEMENTS ..... 239

NATIONAL EDUCATION GOALS PANEL STAFF ..... 245

# Introduction

If we dream of the best for our children — at their schools, in their jobs, and throughout their lives — we must help them to aim higher. What was adequate in the past is no longer good enough.

The world is changing so rapidly today, and in so many ways, that only those individuals with the highest level of skills and knowledge will prosper. New technologies are redefining our culture, our careers, and even the nature of work itself. And, as the wealth of nations becomes increasingly based on information and ability rather than resources, the competition for the future will become increasingly international and intense.

To meet the challenges of such a world, we must dedicate ourselves to new levels of achievement. And the place to begin is with our expectations for America's educational system.

National polls reflect our belief in the power of education. Almost 90 percent of Americans, according to a recent Gallup Poll, rate a world-class education system as critical to the nation's future. Yet the evidence is clear that our educational expectations, efforts, and performance do not begin to approach world-class levels. We can no longer afford this gap between belief and action.

Toward this end, at the historic Charlottesville, Virginia, National Education Summit in 1989, the nation's Governors and the President initiated a decade-long campaign to increase educational performance at all levels. At the center of this campaign are six National Education Goals. The Goals state that by the year 2000:

1. **All children in America will start school ready to learn.**

2. **The high school graduation rate will increase to at least 90 percent.**

3. **American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**

4. **U.S. students will be first in the world in science and mathematics achievement.**

5. **Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

6. **Every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.**

The Goals reflect our best hopes for the future. The National Education Goals Panel's work to date reflects the nation's and the states' commitment to hold themselves accountable for the shape of that future, and expresses the conviction that the Goals represent real targets, not just aspirations.

The Goals describe a destination — world-class education outcomes. However, to chart a course to that destination, we need to determine our present position.

This report, based on the best data that currently exist to describe our education performance, is intended to provide such a baseline. Much as corporate officers regularly report their progress to stockholders, this is the first in a series of annual reports to the American public and their elected officials on how the nation and the states have performed on each of the Goals. From this reference point, future reports will be able to track movement and determine whether our efforts are making a difference. The Governors are also issuing state reports assessing the outcomes and specific reforms within their state.

## How Are We Doing?

This report shows that we are making progress in some areas. Schools are educating increasing numbers of diverse students, and more of those students have acquired minimum skills than ever before in the nation's history:

- High school completion is at an all-time high. Eighty-three percent of all 19- and 20-year-old Americans have finished high school or its equivalent.

- Achievement in science and mathematics has improved over the last decade, especially among minority groups.

- Most young adults have mastered basic literacy skills. Almost all 17-year-olds attending school can read functionally.

- The incidence of drug use in the schools has declined in recent years.

These accomplishments are not trivial, and they result from purposeful action. They reflect an enduring commitment to universal education as the right of individuals in a free nation. But they fall far short of what is needed to secure a free and prosperous future.

- Data reported for the first time in this report (and simultaneously by the National Assessment Governing Board) measure performance against consensus standards of what students should know and be able to do, rather than against past performance or normed averages. These data reveal that fewer than 20 percent of students in the fourth, eighth, and twelfth grades have achieved expected levels of competency in mathematics.

- On two international tests of student mathematics and science achievement conducted during the last decade, U.S. students scored significantly below students in most other countries tested.

- Recent literacy surveys suggest that most adults have mastered basic functional literacy skills, but far fewer are able to perform more complex literacy tasks requiring them to process and synthesize many pieces of information.

- Far too many schools are still unsafe, especially in our cities.

These findings are no longer surprising. They dominate headlines. But they have not yet created a sense of urgency or inspired changes in behavior on a widespread basis.

We think this inaction is largely due to a misplaced sense of self-satisfaction. American students — whose mathematics performance ranks among the lowest in the industrialized world — nevertheless rate themselves as good at math. And their parents, more often than the general public or parents of foreign students, give high marks to their local schools.

What we hope to communicate in this report is that the performance gap is real; it is a threat to our future, and it cannot be attributed to others — other students, other schools, other states. It is about us — all of us. Our performance will not improve significantly until we all accept responsibility for raising our own levels of knowledge and skill and for supporting the learning of others in our families and communities.

## What's In This Report?

This first National Education Goals Report presents the most recent quality indicators currently available to answer the question of how well the nation and individual states are doing in achieving each of the Goals. The indicators we have chosen to report have two important characteristics. First, they are results-oriented. They do not focus on how hard we are trying, nor on the difficulty of the circumstances that confront us. Instead, they focus on whether we are succeeding or failing at what we have set out to do: achieve the National Education Goals.

Second, the indicators are intended to measure progress against world-class standards of performance, not to compare states. Comparative rankings can create a false sense of security. To succeed in the global economy, all of our graduates need to read, write, think, and solve problems at world-class levels.

This report has three chapters. In **Chapter 1** we present data from a variety of sources depicting the nation's and each state's current status in achieving the education Goals. Part I of the chapter reports performance-based national outcomes on attaining each Goal. Part II presents additional important information related to achieving the Goals and their associated objectives. Part III provides uniform and comparable state data on achieving the Goals and objectives. Unfortunately, this first Goals Report lacks direct measures on many topics related to achieving the Goals. **Chapter 2** highlights these significant data gaps and summarizes proposals for creating new indicators so that better information can be reported in the future. Finally, in **Chapter 3** we describe the role of the federal government in helping to achieve the Goals.

This document is a call to action. It challenges us to translate an abstract belief in the power of education into action — into policies, practices, and habits that value learning. Our response to this challenge will test our resolve to remain a free and prosperous nation. It will determine the people we will become.

# Chapter 1:
# Indicators for the 1991 Report

1991

# Part I:

# Measuring National Progress Toward the Goals

1991

# Goal 1: Readiness for School

**By the year 2000, all children in America will start school ready to learn.**

# Goal 1: Readiness for School

## What we now know:

At present, there are no direct ways to measure the nation's progress toward achieving this Goal.

## What we still need to know:

We need to know whether children are ready to learn when they start school in terms of their physical, emotional, social, and intellectual development. The National Education Goals Panel will be considering whether a national early childhood assessment system would permit direct and accurate reporting on this Goal in future reports.

# Goal 2: High School Completion

**By the year 2000, the high school graduation rate will increase to at least 90 percent.**

# Goal 2: High School Completion

## What we now know:

### High School Completion Rates

- In 1990, 83% of 19- and 20-year-olds reported completing high school, most by earning a traditional high school diploma. The high school completion rate was 86% for persons 23 and 24 years old. High school completion rates for White and Black students were substantially higher than the rate for Hispanics. (See Exhibit 1.)

- Between 1975 and 1990, high school completion rates for 19- and 20-year-olds improved 12 percentage points for Blacks, 2 percentage points for Whites, and 2 percentage points overall. However, completion rates for Hispanics have remained consistently lower than the rates for other groups. (See Exhibit 2.)

### Dropouts Who Returned to High School

- Nearly half of the 1980 sophomores who dropped out between 1980 and 1982, returned and completed high school by 1986. The rate of returning was highest for Asians/Pacific Islanders. (See Exhibit 3.)

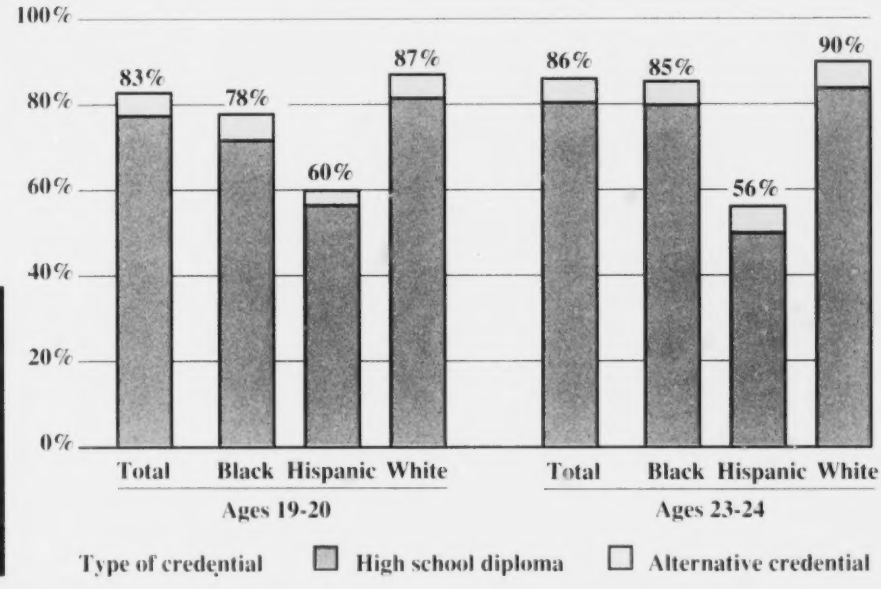
## What we still need to know:

We need to know the numbers of students completing and dropping out of school in individual states. We also need more reliable data on completion and dropout rates for minority students, especially Hispanics. The National Education Goals Panel will be considering ways to collect this information so that additional state-level indicators can be included in future reports.

**Exhibit 1**

## High School Completion Status

Percent of young adults with high school credential, 1990



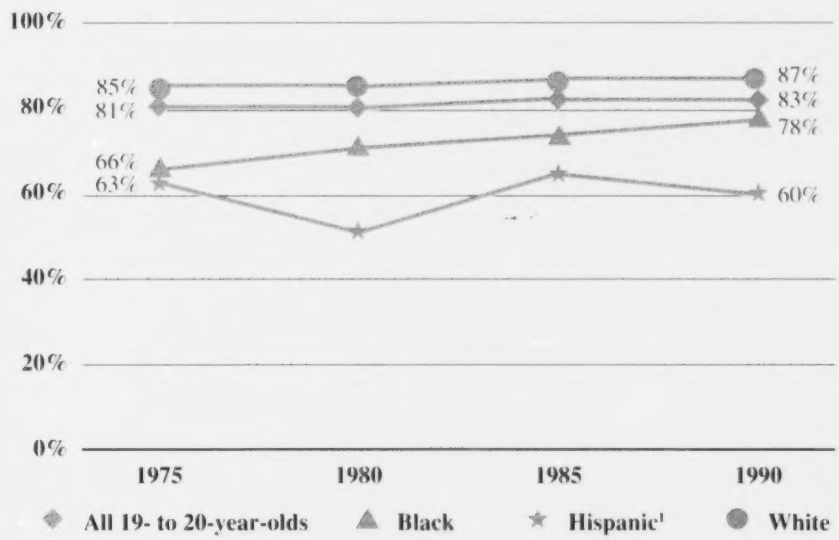

***The high school completion rate in 1990 was 83% for 19- to 20-year-olds. Rates for White and Black students were substantially higher than the rate for Hispanics.***

Source: National Center for Education Statistics, 1991

**Exhibit 2**

## High School Completion Trends

Percent of 19- to 20-year-olds who completed high school, 1975 to 1990




***Between 1975 and 1990, high school completion rates improved 12 percentage points for Blacks, 2 percentage points for Whites, and 2 percentage points overall. However, completion rates for Hispanics have remained consistently lower than the rates for other groups.***

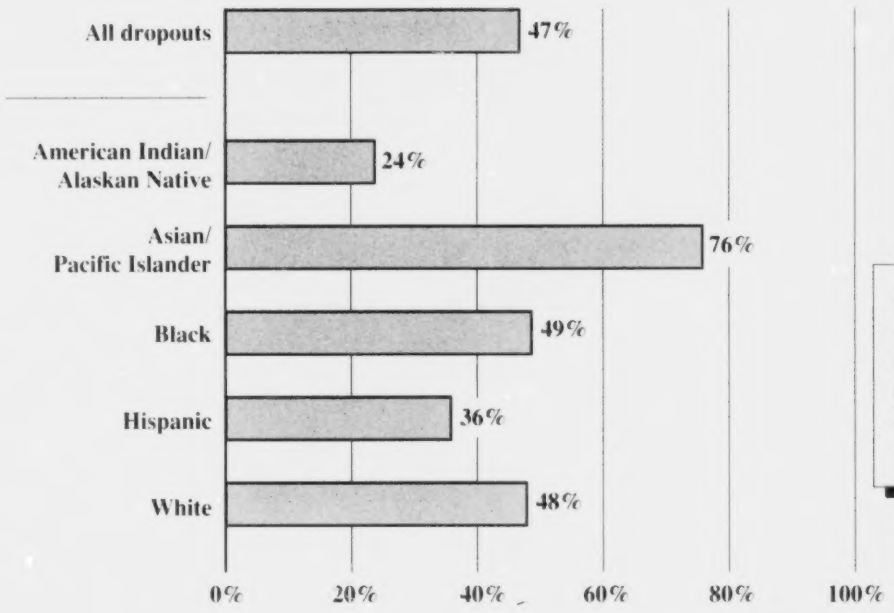
[1]Hispanic rates may vary more than rates for other groups because of small sample size.

Source: National Center for Education Statistics, 1991

**Exhibit 3**

## Dropouts Who Returned to High School

Percent of 1980 sophomores who dropped out, but then returned and completed high school by 1986




***Nearly half of the 1980 sophomores who dropped out returned and completed high school within the following six years.***

Source: National Center for Education Statistics, 1989

# Goal 3: Student Achievement and Citizenship

**By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**

# Goal 3: Student Achievement and Citizenship

## What we now know:

### Competency in Mathematics

- This report reveals for the first time how many American students can be considered competent in mathematics. Fewer than one out of every five students in Grades 4, 8, and 12 has reached the National Education Goal of demonstrating competency in mathematics. (See Exhibit 4.)

- Mathematics competency among race/ethnic groups varied considerably in 1990. At 8th grade, for example, the proportions of students demonstrating competency ranged from 4% for Blacks to 39% for Asians/Pacific Islanders. (See Exhibits 5-7.)

### Advanced Placement Results

- For every 1,000 11th and 12th graders enrolled in 1991, 70 Advanced Placement examinations were taken in the core subjects of English, mathematics, science, and history. Over 60% of the exams were graded at 3 or higher, which is generally high enough to make students eligible for college credit. The numbers of examinations taken in English and history were substantially higher than the numbers taken in mathematics and science. (See Exhibit 8.)

- Over the past ten years, the number of Advanced Placement examinations taken by 11th and 12th graders has sharply increased in the core subjects of English, mathematics, science, and history. Increases have been greatest in mathematics and science. (See Exhibit 9.)

- Between 1986 and 1991, the number of Advanced Placement examinations taken in the core subjects increased 51%. Rates of increase were greatest among minority students. (See Exhibit 9.)

### Citizenship

- In 1988, nearly all 12th graders had a basic knowledge of civics, such as elections, laws, and constitutional rights. However, only about half understood specific government structures and functions, such as separation of powers, and only 6% had a detailed knowledge of institutions of government, such as the Cabinet and the judiciary. (See Exhibit 10.)

- In 1988, slightly less than half of the nation's 18- to 20-year-olds were registered to vote, compared to 70% of all U.S. citizens 18 years or older. (See Exhibit 11.)

## What we still need to know:

We still need to know the competency of students in Grades 4, 8, and 12 in the five core subjects, as measured against world-class standards of performance. Only then can the nation and individual states determine where educational efforts are falling short and where student performance must improve.

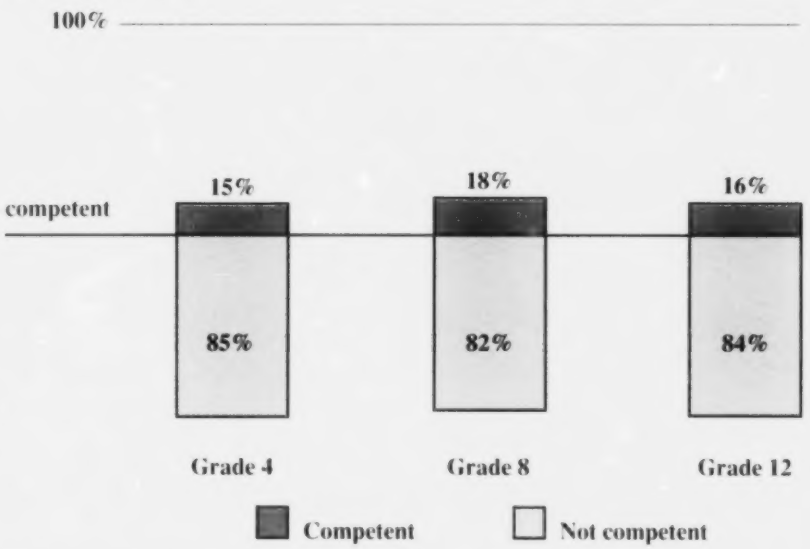
To address this issue, the Panel worked with Congress to establish the National Council on Education Standards and Testing. Over the next year, the Panel will be reviewing the Council's recommendations for developing world-class standards and a system of national examinations for determining whether these standards are being met.

***Fewer than one out of every five students in Grades 4, 8, and 12 has reached the National Education Goal of demonstrating competency in mathematics.***

**Exhibit 4**

## Competency in Mathematics

Percent of 4th, 8th, and 12th graders who are competent[1] in mathematics, 1990



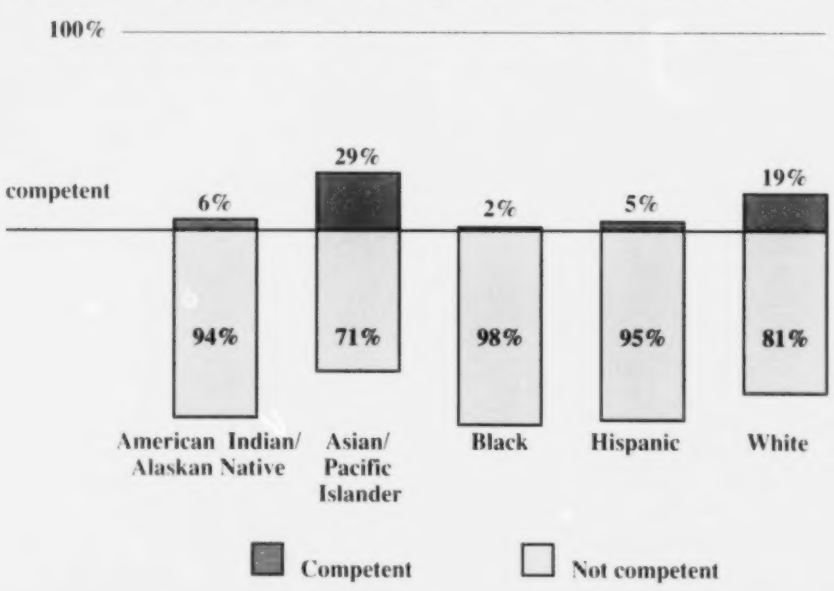

[1]A complete description of "competency" can be found in Appendix B.

Source: National Assessment Governing Board, 1991

**Exhibit 5**

## Competency in Mathematics - Grade 4

Percent of 4th graders who are competent[1] in mathematics, 1990



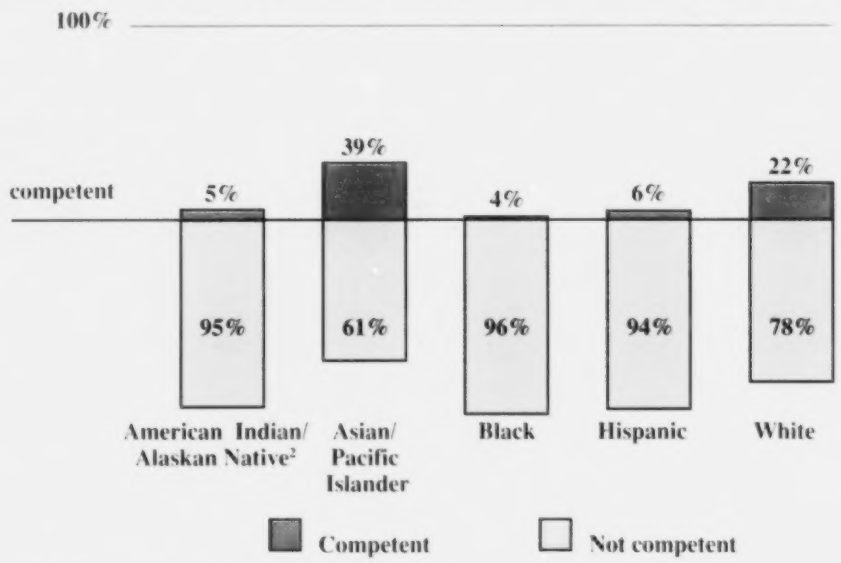

[1]A complete description of "competency" can be found in Appendix B.

Source: National Assessment Governing Board, 1991

**Exhibit 6**

## Competency in Mathematics - Grade 8

Percent of 8th graders who are competent[1] in mathematics, 1990




[1]A complete description of "competency" can be found in Appendix B.
[2]Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

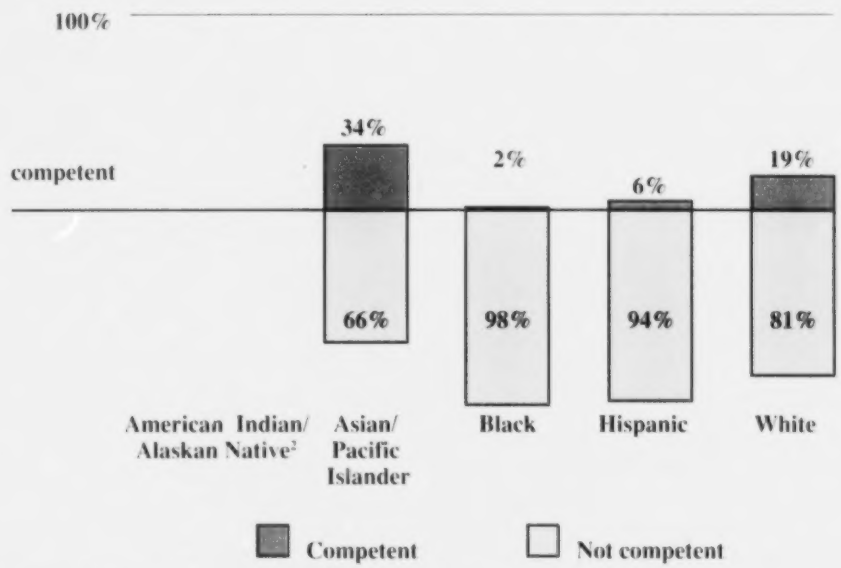
Source: National Assessment Governing Board, 1991

***In Grades 4, 8, and 12, mathematics competency varied considerably among race/ethnic groups.***

**Exhibit 7**

## Competency in Mathematics - Grade 12

Percent of 12th graders who are competent[1] in mathematics, 1990



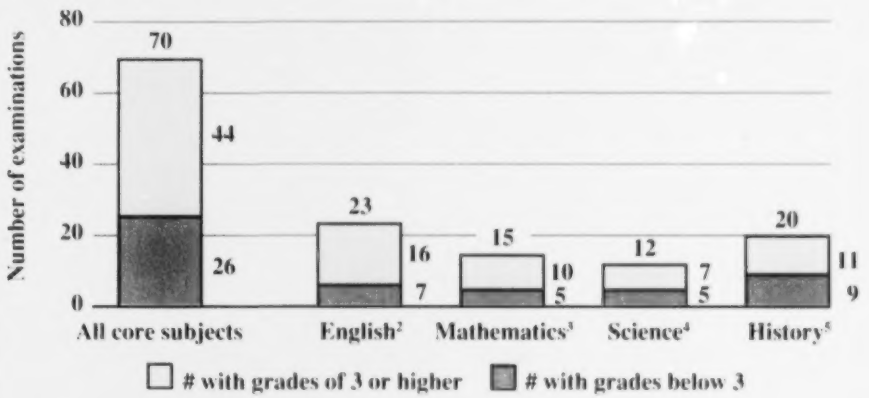

[1]A complete description of "competency" can be found in Appendix B.
[2]Sample size is insufficient to permit reliable estimate.

Source: National Assessment Governing Board, 1991

**Exhibit 8**

## Advanced Placement Results - Core Subjects

Number of examinations taken in core subjects and number receiving grades of 3 or higher,[1] per 1,000 11th and 12th graders, 1991




[1]A grade of 3 or higher is generally high enough to make students eligible for college credit.
[2]Includes Language & Composition and Literature & Composition.
[3]Includes Calculus AB and Calculus BC.
[4]Includes Biology, Chemistry, and Physics B.
[5]Includes U.S. History and European History.

***For every 1,000 11th and 12th graders enrolled in 1991, 70 Advanced Placement examinations were taken in the core subjects; over 60% were graded at 3 or above, which were generally high enough to make students eligible for college credit.***

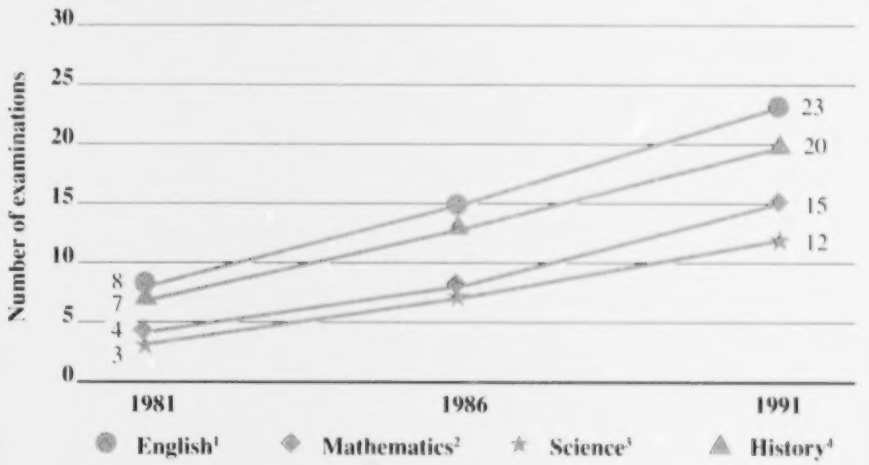
Source: The College Board, 1991

**Exhibit 9**

## Trends in Advanced Placement Examinations - Core Subjects

Number of examinations taken in core subjects, per 1,000 11th and 12th graders, 1981 to 1991

| | 1986 | 1991 | % Change |
|---|---|---|---|
| Total | 256,638 | 387,789 | 51% |
| American Indian/ Alaskan Native | 594 | 1,388 | 134% |
| Asian/Pacific Islander | 21,952 | 50,627 | 131% |
| Black | 6,823 | 14,899 | 118% |
| Hispanic | 6,340 | 15,714 | 148% |
| White | 184,287 | 277,960 | 51% |
| Other/Not Stated | 36,642 | 27,201 | - 26% |




[1]Includes Language & Composition and Literature & Composition.
[2]Includes Calculus AB and Calculus BC.
[3]Includes Biology, Chemistry, and Physics B.
[4]Includes U.S. History and European History.

***Over the past five years, the number of Advanced Placement examinations taken in core subjects has increased 51%. Rates of increase have been greatest among minority students.***

Source: The College Board, 1991

**Exhibit 10**

## Knowledge of Civics

Percent of 4th, 8th, and 12th graders scoring at or above four levels,[1] 1988

| | Level 200 | Level 250 | Level 300 | Level 350 |
|---|---|---|---|---|
| **Grade 4** | | | | |
| **All students** | 71% | 10% | <1% | <1% |
| **Black** | 49% | 2% | <1% | <1% |
| **Hispanic** | 51% | 4% | <1% | <1% |
| **White** | 80% | 12% | <1% | <1% |
| **Grade 8** | | | | |
| **All students** | 94% | 61% | 13% | <1% |
| **Black** | 91% | 41% | 4% | <1% |
| **Hispanic** | 89% | 41% | 3% | <1% |
| **White** | 96% | 69% | 16% | 1% |
| **Grade 12** | | | | |
| **All students** | 99% | 89% | 49% | 6% |
| **Black** | 97% | 77% | 23% | 1% |
| **Hispanic** | 98% | 79% | 30% | 3% |
| **White** | 99% | 93% | 55% | 7% |

[1]Examples of what students performing at various levels of the National Assessment of Educational Progress typically know and can do:

Level 200: Recognize the existence of civic life
Level 250: Understand the nature of political institutions and the relationship between citizen and government
Level 300: Understand specific government structures and functions
Level 350: Understand a variety of political institutions and processes

Complete descriptions of each level can be found in Appendix B.

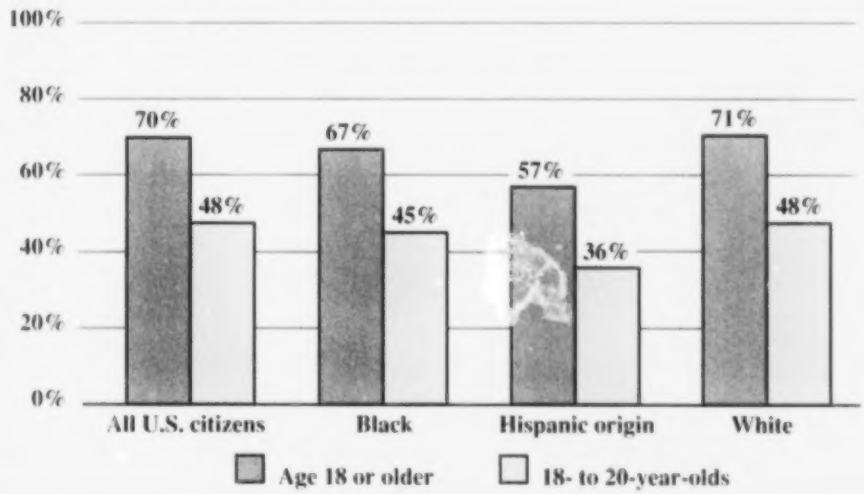
***In 1988, nearly all 12th graders had a basic knowledge of civics, such as elections, laws, and constitutional rights. However, only about half understood specific government structures and functions, such as separation of powers, and only 6% had a detailed knowledge of institutions of government, such as the Cabinet and the judiciary.***

Source: Educational Testing Service, 1990

**Exhibit 11**

## Voter Registration

Percent of all U.S. citizens registered to vote, 1988




***In 1988, slightly less than half of the nation's 18- to 20-year-olds were registered to vote, compared to 70% of all U.S. citizens 18 or older.***

Source: Bureau of the Census, 1989

# Goal 4: Science and Mathematics

**By the year 2000, U.S. students will be first in the world in science and mathematics achievement.**

# Goal 4: Science and Mathematics

## What we now know:

### Science Achievement

- In 1988, American students scored substantially lower than students in three out of four other countries on an international science assessment given to 13-year-olds. (See Exhibit 12.)
- The U.S. ranked among the lowest performing countries in average science achievement on an international assessment which tested 14-year-olds in 17 countries between 1983 and 1986. In particular, U.S. 14-year-olds performed significantly lower than students in ten countries, significantly higher than students in one, and did not perform significantly different from students in five.[1]

### Mathematics Achievement

- In 1988, American 13-year-olds scored lowest among students in five nations on an international mathematics test. (See Exhibit 13.)
- Between 1980 and 1982, students from eighteen countries participated in an international mathematics assessment of 13-year-olds. Students from twelve countries scored significantly higher than American students in one or more areas of mathematics, while American students scored significantly higher than students from five countries in one or more areas. (See Exhibit 14.)

## What we still need to know:

We need more recent international comparisons of science and mathematics achievement. Several new surveys will be conducted before the year 2000 that will compare a large number of countries and include students at a range of grade levels. The National Education Goals Panel will report results from these new assessments in future reports.

It was also recommended to the Panel that questions on how science and mathematics are taught be added to upcoming national and international surveys and assessments. The National Education Goals Panel will examine these surveys and explore ways to ensure that the highest quality information is collected for inclusion in future reports.

**Exhibit 12**

## Science Achievement in Five Countries

Percent of 13-year-olds scoring at or above five levels,[1] 1988

| Country[2] | Level 300 | Level 400 | Level 500 | Level 600 | Level 700 |
|---|---|---|---|---|---|
| Ireland | 96% | 76% | 37% | 9% | 1% |
| Korea | 100% | 93% | 73% | 33% | 2% |
| Spain | 99% | 88% | 53% | 12% | 1% |
| United Kingdom | 98% | 89% | 59% | 21% | 2% |
| **United States** | **96%** | **78%** | **42%** | **12%** | **1%** |

***In 1988, American 13-year-olds scored substantially lower than students from three out of four other countries in science.***

[1]Examples of what students performing at various levels of the International Assessment of Educational Progress typically know and can do:

- Level 300: Have some knowledge about the environment and animals
- Level 400: Have basic knowledge of life sciences and physical sciences
- Level 500: Can design experiments and use scientific equipment
- Level 600: Can draw conclusions by applying scientific facts and principles
- Level 700: Can make predictions and interpret experimental data

Complete descriptions of each level can be found in Appendix B.

[2]Students in four Canadian provinces also participated in this assessment, but Canada does not appear because no national score was available.

Source: Educational Testing Service, 1989

**Exhibit 13**

## Mathematics Achievement in Five Countries

Percent of 13-year-olds scoring at or above five levels,[1] 1988

| Country[2] | Level 300 | Level 400 | Level 500 | Level 600 | Level 700 |
|---|---|---|---|---|---|
| Ireland | 98% | 86% | 55% | 14% | <1% |
| Korea | 100% | 95% | 78% | 40% | 5% |
| Spain | 99% | 91% | 57% | 14% | 1% |
| United Kingdom | 98% | 87% | 55% | 18% | 2% |
| **United States** | **97%** | **78%** | **40%** | **9%** | **1%** |

***American students scored lowest among 13-year-olds from five nations on an international mathematics test in 1988.***

[1]Examples of what students performing at various levels of the International Assessment of Educational Progress typically know and can do:

- Level 300: Can add and subtract two-digit numbers and solve simple number sentences
- Level 400: Can solve one-step problems and locate numbers on a number line; understand the most basic concepts of logic, percent, and geometry
- Level 500: Can solve two-step problems; can use information from charts and graphs, convert fractions, decimals and percents, and compute averages
- Level 600: Can multiply fractions and decimals; demonstrate increased understanding of measurement and geometry concepts
- Level 700: Can use data from a complex table to solve problems and apply skills to new situations

Complete descriptions of each level can be found in Appendix B.

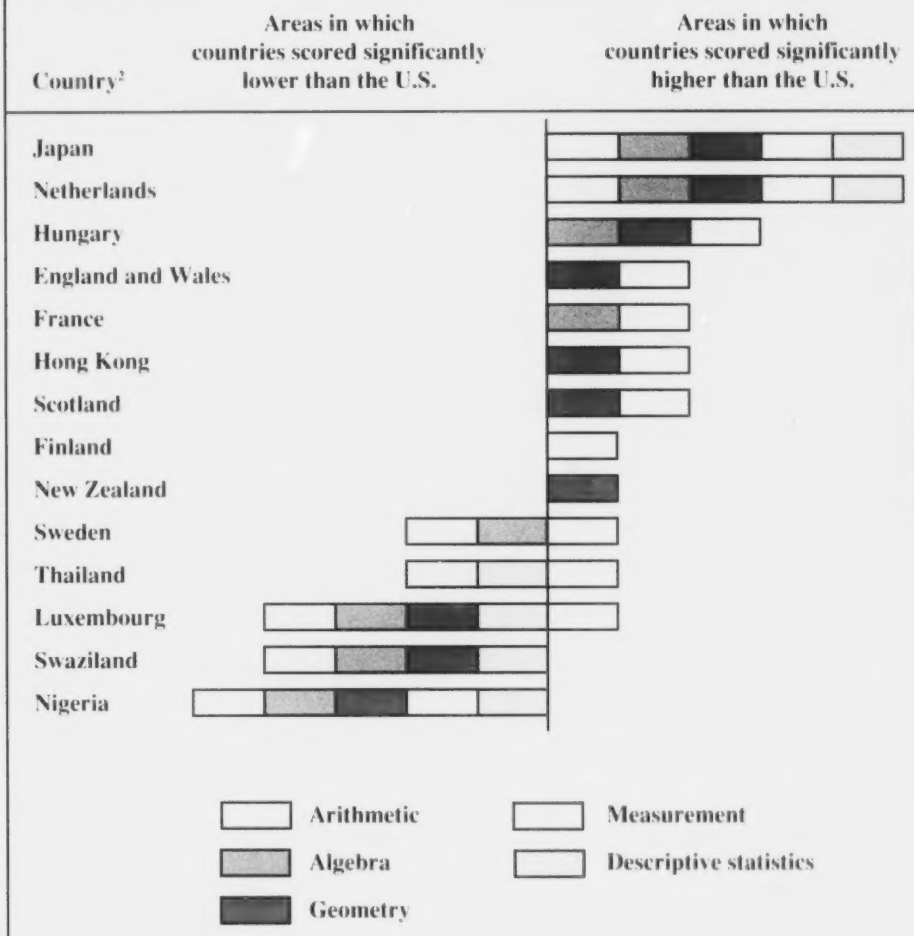
[2]Students in four Canadian provinces also participated in this assessment, but Canada does not appear because no national score was available.

Source: Educational Testing Service, 1989

**Exhibit 14**

## International Mathematics Achievement Comparisons

Performance[1] of 13-year-olds from fourteen countries in relation to U.S., 1980 to 1982




***During the early 1980's, American 13-year-olds were outperformed by students in Japan and the Netherlands in all areas tested on an international mathematics assessment.***

[1]Five mathematics areas were tested. A block to the left of the vertical line means that students from that country scored significantly lower than students from the U.S. in that area. A block to the right of the vertical line means that students from that country scored significantly higher than students from the U.S. in that area. If no block is shown, the average score of students from that country was not significantly different from the average score of U.S. students in that area.

[2]Students in Israel, Belgium, and Canada also participated in this assessment. Israel does not appear on this exhibit, because Israeli students' scores were not significantly different from American students' scores in any of the five areas tested. Belgium and Canada do not appear because national scores were not available.

Sources: International Association for the Evaluation of Educational Achievement, 1989; National Center for Education Statistics, 1991

# Goal 5: Adult Literacy and Lifelong Learning

**By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

# Goal 5: Adult Literacy and Lifelong Learning

## What we now know:

### Adult Literacy

- In 1985, most young adults aged 21 to 25 had mastered basic literacy skills such as locating facts from newspaper articles or filling out bank deposit slips. However, substantial numbers had not mastered more complex tasks such as interpreting the main argument from a lengthy newspaper column or using a catalog to calculate the cost of several items and fill out an order form. Whites were more likely than Blacks or Hispanics to have mastered increasingly difficult literacy tasks. (See Exhibits 15 and 16.)

- A 1990 study of employment service clients (unemployment insurance applicants and those looking for jobs) and participants in a federally sponsored job-training program revealed that patterns of literacy ability were similar to those of young adults in the 1985 study.[2]

## What we still need to know:

We need better and more recent information on adult literacy. In 1993, state and national results from the most comprehensive adult literacy survey to date will be published in the National Education Goals Panel's annual report.

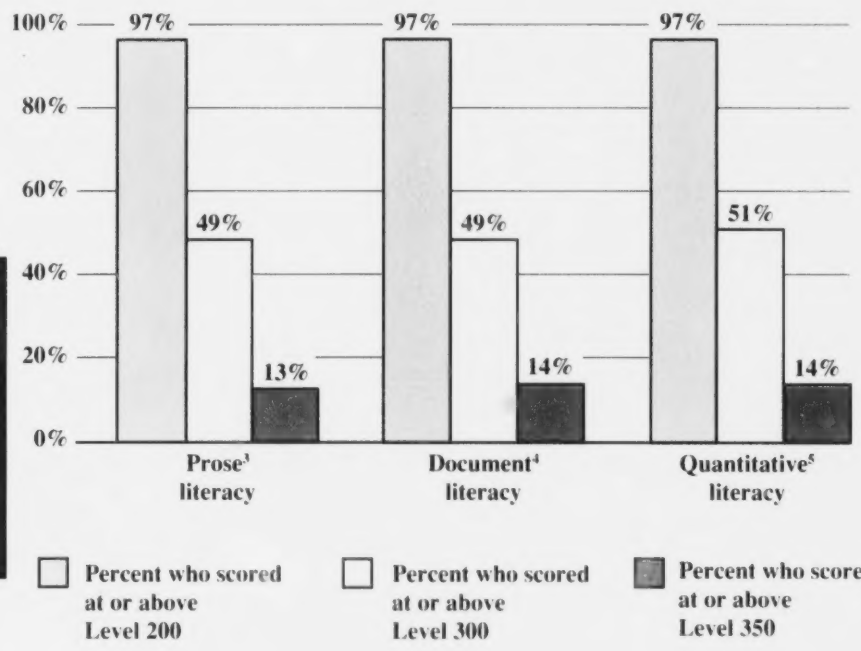
In addition, we need to know how the knowledge, skills, and attitudes of American workers compare internationally in order to determine whether the American work force will be competitive in a global economy. Finally, we need to know what our college students have learned from their college experience. The National Education Goals Panel will be considering the feasibility of developing a new international assessment of workforce skills and a new national assessment of college graduates' skills and knowledge in order to meet these needs.

***While most Americans have mastered the most basic functional literacy skills, few are able to perform more complex literacy tasks requiring them to process and synthesize many pieces of information.***

**Exhibit 15**

## Literacy Achievement

Percent of all young adults[1] who scored at or above three levels,[2] 1985




[1] Includes persons who were 21 to 25 years old during 1985.
[2] Tests are on scales of 0 to 500 points. Complete descriptions of each level can be found in Appendix B.
[3] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.
[4] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.
[5] Quantitative literacy tasks require readers to perform arithmetic computations using numbers printed in materials found in everyday situations.

Source: Educational Testing Service, 1990

**Exhibit 16**

## Literacy Achievement by Race/Ethnicity

Percent of all young adults[1] who scored at or above three levels,[2] 1985

**Prose[3] literacy**

| | Level 200 | Level 300 | Level 350 |
|---|---|---|---|
| Black | 88% | 14% | 1% |
| Hispanic[6] | 94% | 31% | 6% |
| White | 98% | 58% | 16% |

**Document[4] literacy**

| | Level 200 | Level 300 | Level 350 |
|---|---|---|---|
| Black | 88% | 15% | 1% |
| Hispanic[6] | 94% | 28% | 5% |
| White | 99% | 58% | 17% |

**Quantitative[5] literacy**

| | Level 200 | Level 300 | Level 350 |
|---|---|---|---|
| Black | 88% | 20% | 2% |
| Hispanic[6] | 94% | 31% | 6% |
| White | 99% | 53% | 17% |

[1] Includes persons who were 21 to 25 years old during 1985.
[2] Tests are on scales of 0 to 500 points. Complete descriptions of each level can be found in Appendix B.
[3] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets.
[4] Document literacy tasks require readers to locate and use information contained in materials such as tables, charts, and maps.
[5] Quantitative literacy tasks require readers to perform arithmetic computations using numbers printed in materials found in everyday situations.
[6] Includes only English-speaking Hispanic adults.

***White adults aged 21 to 25 were more likely than Blacks or Hispanics to have mastered increasingly difficult literacy tasks.***

Source: Educational Testing Service, 1990

# Goal 6: Safe, Disciplined, and Drug-free Schools

**By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

# Goal 6: Safe, Disciplined, and Drug-free Schools

## What we now know:

### At-School Drug Use

- About three out of ten high school seniors reported in 1989 that alcohol and marijuana were easy to obtain in their schools. However, at-school drug use is not widespread. In 1990, 7% of 12th graders reported using alcohol at school, 6% reported using marijuana, and 1% reported using cocaine. (See Exhibits 17 and 18.)

- Use of alcohol, marijuana, and cocaine at school has dropped sharply since 1980. (See Exhibit 19.)

### Victimization and Vandalism

- Substantial numbers of 12th graders are victims of violent acts at school. During 1990, 25% were threatened and 14% were injured without a weapon being used, while 13% were threatened and 6% were injured with weapons. In addition, 42% reported their property stolen, and 29% reported their property vandalized. (See Exhibit 20.)

- Black students are much more likely than White or Hispanic students to be victims of violent acts at school involving weapons. (See Exhibit 21.)

- During the past ten years, threats and injuries to students and theft and vandalism of student property have been on the rise. (See Exhibit 22.)

- Most public school teachers feel that their schools are safe during the day, but teachers in cities are more likely than teachers in other areas to feel unsafe in their buildings after school hours. (See Exhibit 23.)

- Nearly one out of five public school teachers reported being verbally abused by students during the previous month. Eight percent reported being physically threatened, while 2% reported being physically attacked during the previous year. Teachers in cities are more likely than teachers in other areas to be victims of verbal abuse and threats. (See Exhibit 24.)

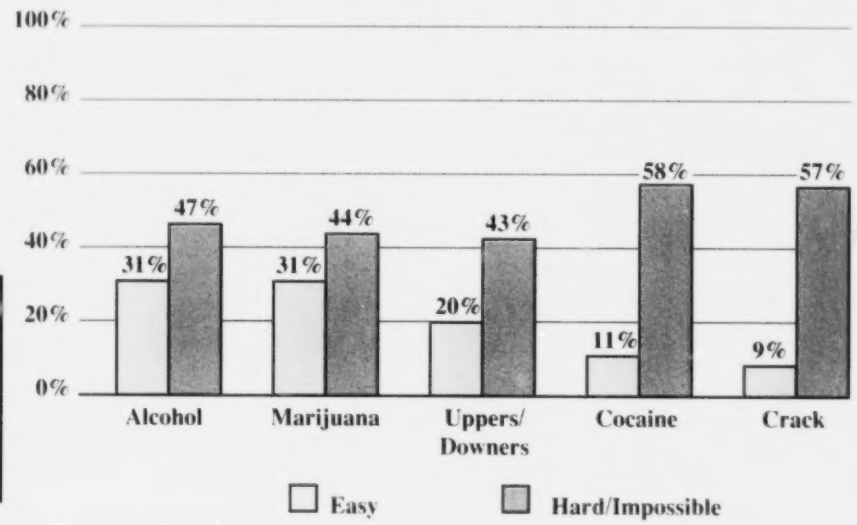
## What we still need to know:

We still need comparable state-level information on a number of these indicators, such as the amount of student drug use in school, the availability of drugs in schools, levels of student truancy and tardiness, and the incidence of school crime. The National Education Goals Panel will be considering ways to collect information of this type so that additional state-level indicators can be included in future reports.

**Exhibit 17**

## Obtaining Illegal Drugs at School

Percent[1] of 12th graders who indicated how easy or difficult it was to obtain the following at school, 1989




[1]Difference from 100% represents the proportion of students who either did not know, or had not heard of the drug.

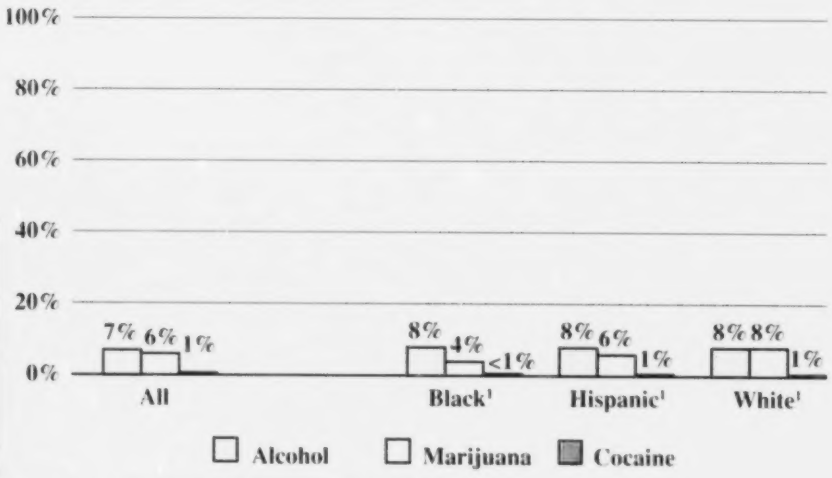
***In 1989, about three out of ten high school seniors reported that alcohol and marijuana were easy to obtain in their schools.***

Source: Bureau of Justice Statistics, 1991

**Exhibit 18**

## Use of Drugs at School

Percent of 12th graders who reported using the following at school during the previous year, 1990




[1]Three-year averages (1988-1990) reported for race/ethnic groups.

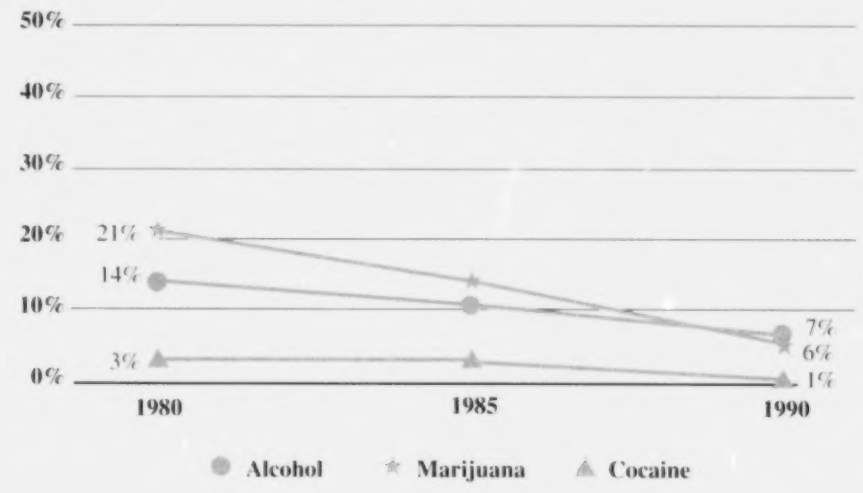
***At-school drug use is not widespread. Seven percent of 12th graders reported using alcohol at school, 6% reported using marijuana, and 1% reported using cocaine.***

Source: University of Michigan, 1991

**Exhibit 19**

## Trends in At-School Drug Use

Percent of 12th graders who reported using the following at school during the previous year, 1980 to 1990



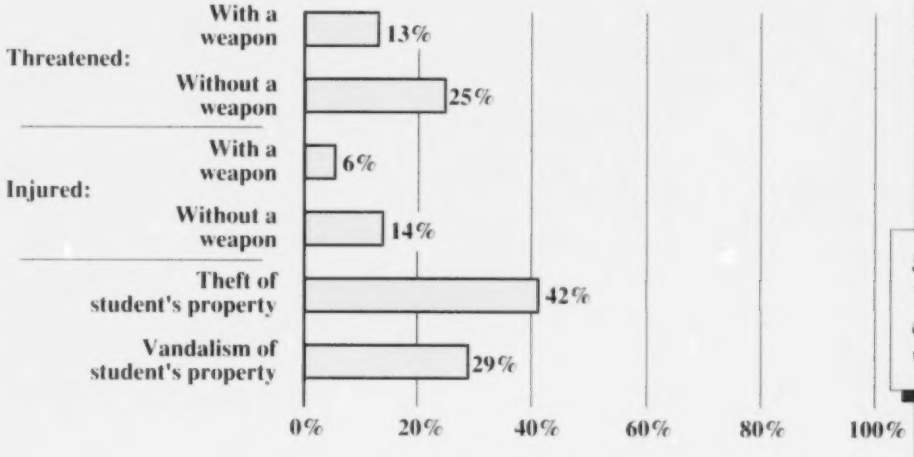

***Use of alcohol, marijuana, and cocaine at school has dropped sharply since 1980.***

Source: University of Michigan, 1991

**Exhibit 20**

## Student Victimization

Percent of 12th graders who reported being victimized in the following ways at school during the previous year, 1990



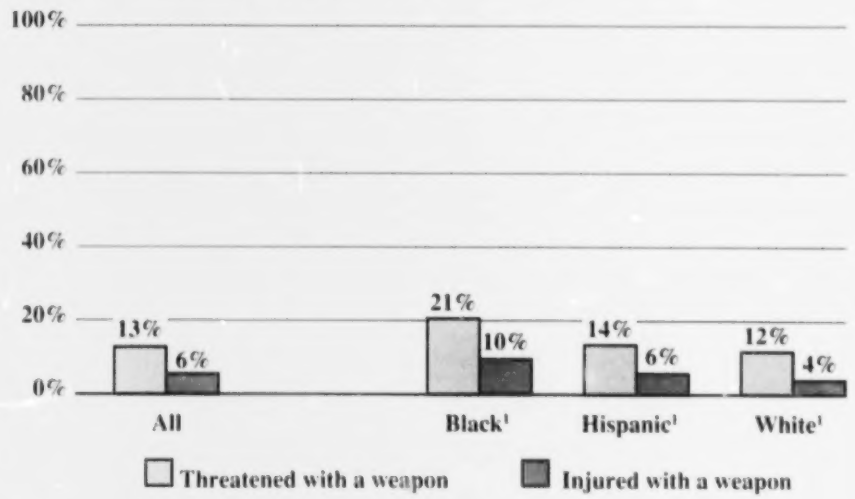

***Substantial numbers of 12th graders are victims of violent acts, theft, and vandalism at school.***

Source: University of Michigan, 1991

**Exhibit 21**

## Threats and Injuries with Weapons

Percent of 12th graders who reported being victimized in the following ways at school during the previous year, 1990




[1]Three-year averages (1988-90) reported for race/ethnic groups.

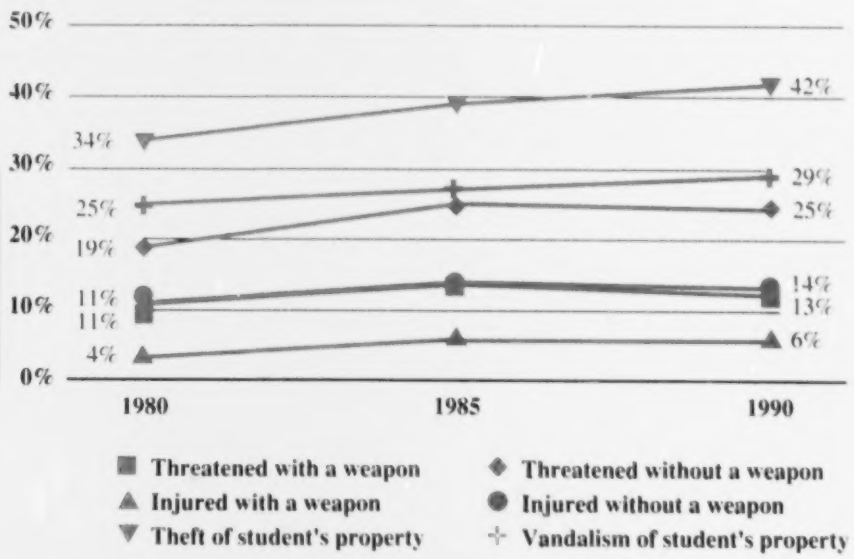
***Black students are much more likely than White or Hispanic students to be victims of violent acts at school involving weapons.***

Source: University of Michigan, 1991

**Exhibit 22**

## Student Victimization Trends

Percent of 12th graders who reported being victimized in the following ways at school during the previous year, 1980 to 1990



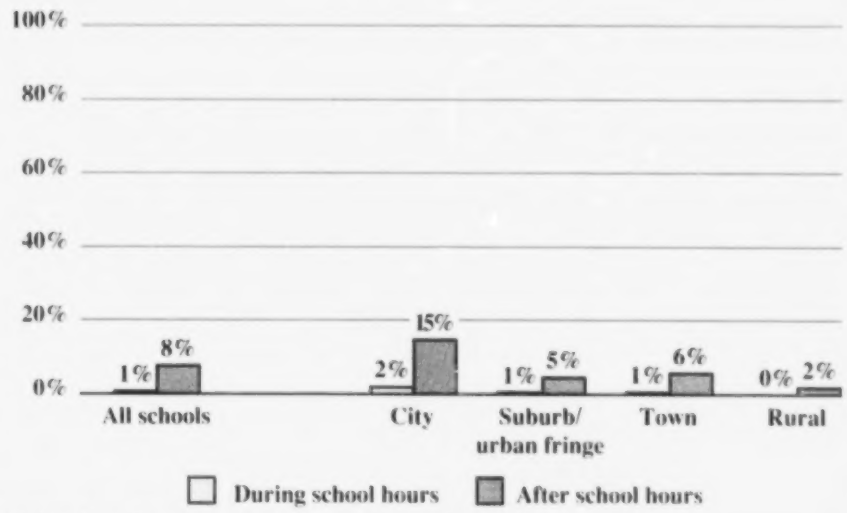

***During the past ten years, threats and injuries to students and theft and vandalism of student property have been on the rise.***

Source: University of Michigan, 1991

**Exhibit 23**

## School Safety

Percent of public school teachers who reported feeling unsafe[1] in their school buildings, 1991




[1]"Moderately unsafe" and "unsafe" response categories were combined.

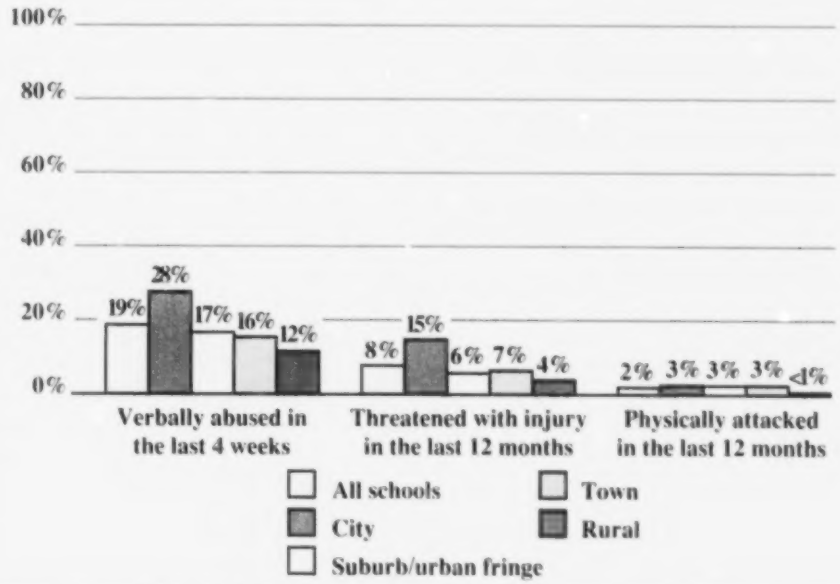
*Most teachers feel safe in their schools during the day, but teachers in cities are more likely than teachers in other areas to feel unsafe in their buildings after school hours.*

Source: National Center for Education Statistics, 1991

**Exhibit 24**

## Teacher Victimization

Percent of public school teachers who reported being victimized by a student from their school in the following ways, 1991




*Teachers in cities are more likely than teachers in other areas to be victims of verbal abuse and threats.*

Source: National Center for Education Statistics, 1991

# Part II:

# Additional Important Information Related to the Goals and Objectives

1991

# Goal 1: Readiness for School

**By the year 2000, all children in America will start school ready to learn.**

## Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

# Goal 1: Readiness for School

## Additional important points:

### Child Health and Nutrition

- In 1988, 939 per 1,000 mothers received some prenatal care before the third trimester of pregnancy. Sixty-one per 1,000 either received their first prenatal care during the third trimester or never received prenatal care. Mothers of White infants were more likely to receive prenatal care before the third trimester than mothers of Black infants. (See Exhibit 25.)

- Low birthweight is a condition which may increase children's risk of developing learning problems in later life. In 1988, 931 out of every 1,000 infants born in the United States were above the standard for low birthweight (5.5 pounds). Sixty-nine per 1,000 births were below this standard. White infants were more likely than Black infants to be above the standard for low birthweight. (See Exhibit 26.)

- In 1988, 82% of 1- to 4-year-olds had visited a doctor during the previous year for immunizations, annual checkups, and other types of routine health care. (See Exhibit 27.)

- In 1986, nearly all preschool children received adequate amounts of protein in their diets. However, only eight out of ten received the recommended amounts of Vitamins A and C, only half received the recommended amounts of calcium, and only one-fourth received the recommended amounts of iron. (See Exhibit 28.)

### Family Activities with Children

- In 1991, most parents reported that they (or other family members) read to their preschool children and taught them letters, words, or numbers on a regular basis. However, less than four out of ten reported that they frequently told their children stories, did arts activities, and visited libraries. Only about one-fifth frequently took their children on visits to art galleries, museums, or historical sites. (See Exhibits 29-31.)

### Preschool Programs

- In 1991, about four out of every ten 3- to 5-year-olds from families with incomes of $30,000 or less were enrolled in preschool. Children in these income groups were less likely to attend preschool than children from higher income families. (See Exhibit 32.)

- Fifty-six percent of 3- to 5-year-olds with disabilities attended preschool programs in 1991.[3]

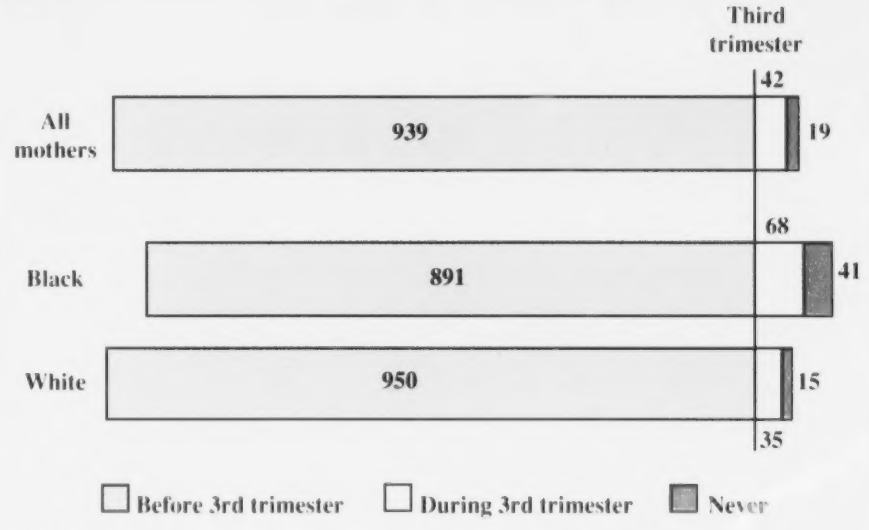
- In 1990, nearly all teachers in preschool centers had some child-related training. However, only 36% had specific teacher training and only 24% held a Child Development Associate credential. The vast majority of centers met standards recommended by the National Association for the Education of Young Children for group size and child/staff ratios. (See Exhibit 33.)

**Exhibit 25**

## Prenatal Care

Point at which mothers received prenatal care in 1988; number per 1,000

***In 1988, 939 out of every 1,000 mothers received some prenatal care before the third trimester of pregnancy. Sixty-one per 1,000 either received their first prenatal care during the third trimester or never received prenatal care.***



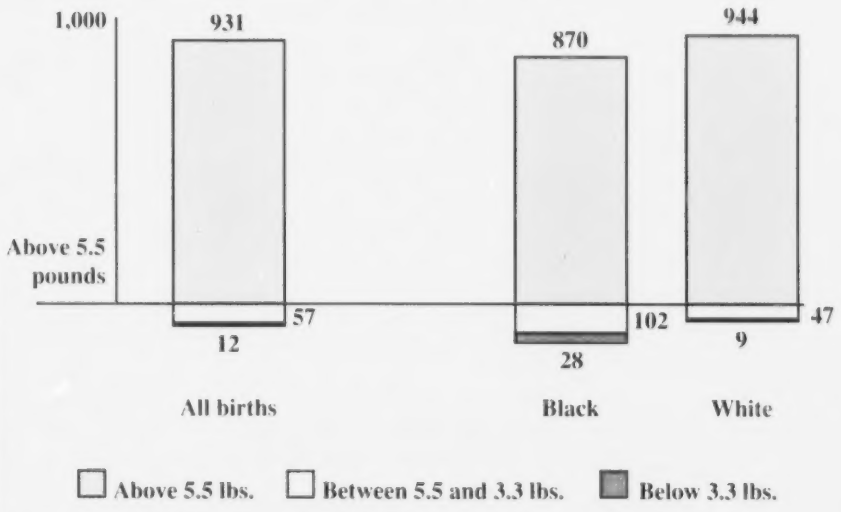

Source: National Center for Health Statistics, 1990

**Exhibit 26**

## Birthweight

Number per 1,000 births above and below 5.5[1] and 3.3[2] pounds, 1988

***In 1988, 931 out of every 1,000 infants born in the United States were above the standard for low birthweight. Sixty-nine out of every 1,000 were below the standard.***



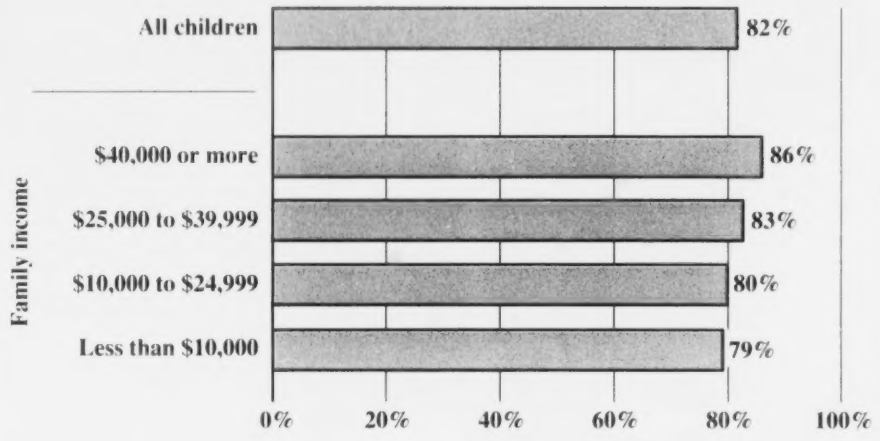

[1]Below 5.5 pounds is defined as Low Birthweight.
[2]Below 3.3 pounds is defined as Very Low Birthweight.

Source: National Center for Health Statistics, 1990

**Exhibit 27**

## Routine Health Care

Percent of 1- to 4-year-olds who had visited a doctor[1] during the previous 12 months, 1988




[1]Visits for routine checkups and immunizations.

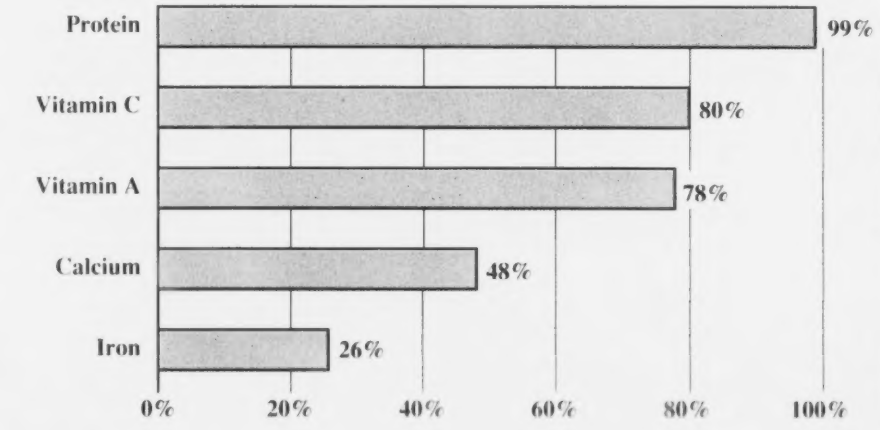
***In 1988, 82% of 1- to 4-year-olds had visited a doctor during the previous year for routine health care.***

Source: National Center for Health Statistics, 1990

**Exhibit 28**

## Child Nutrition

Percent of 1- to 5-year-olds receiving the minimum RDA[1] of various nutrients, 1986




[1]Recommended Dietary Allowance.

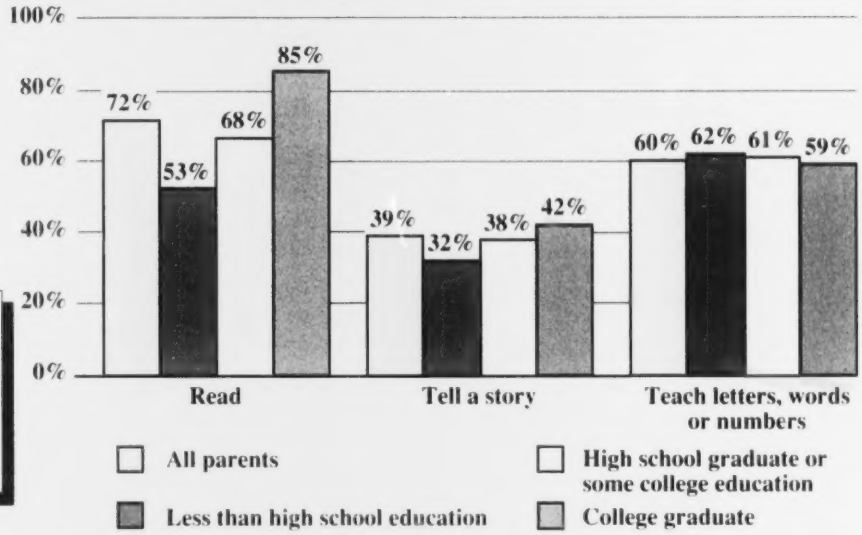
***In 1986, nearly all pre-school children received adequate amounts of protein in their diets. However, only eight out of ten received the recommended amounts of Vitamins A and C, only about half received the recommended amounts of calcium, and only about one-fourth received the recommended amounts of iron.***

Source: Human Nutrition Information Service, 1988

**Exhibit 29**

## Parent-Child Literacy Activities

Percent of 3- to 5-year-olds[1] whose parents[2] engage in literacy activities with them regularly,[3] 1991




***Most parents read to their preschool children and teach them letters, words, or numbers on a regular basis.***

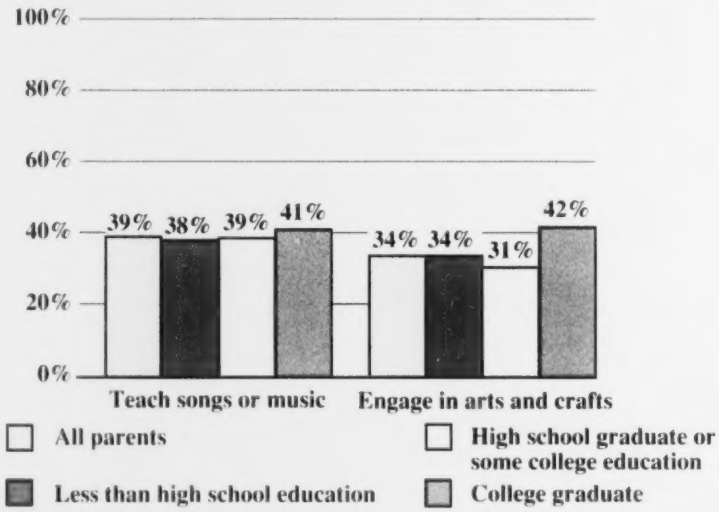
[1]Excluding those enrolled in kindergarten.
[2]Parent or another family member.
[3]Three or more times in the previous week.

Source: National Center for Education Statistics, 1991

**Exhibit 30**

## Parent-Child Arts Activities

Percent of 3- to 5-year-olds[1] whose parents[2] engage in arts activities with them regularly,[3] 1991




***Less than four out of ten preschoolers are taught music or arts and crafts by their parents on a regular basis.***

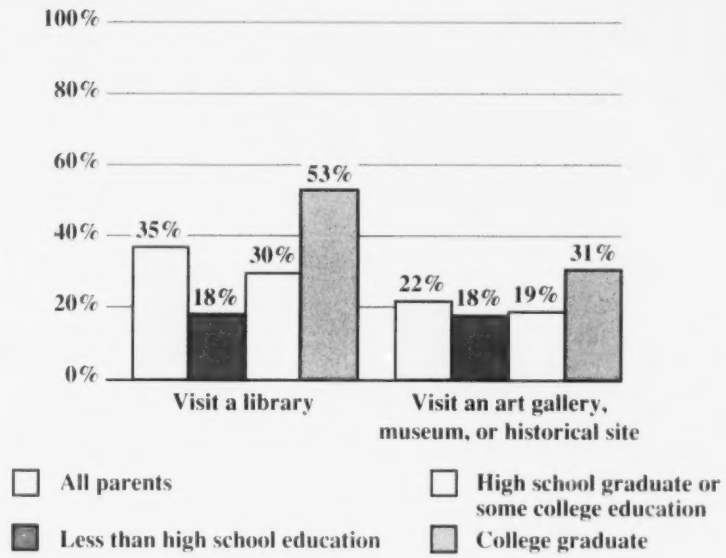
[1]Excluding those enrolled in kindergarten.
[2]Parent or another family member.
[3]Three or more times in the previous week.

Source: National Center for Education Statistics, 1991

**Exhibit 31**

## Parent-Child Cultural Outings

Percent of 3- to 5-year-olds[1] whose parents[2] take them on cultural outings frequently,[3] 1991




[1]Excluding those enrolled in kindergarten.
[2]Parent or another family member.
[3]One or more times in the previous month.

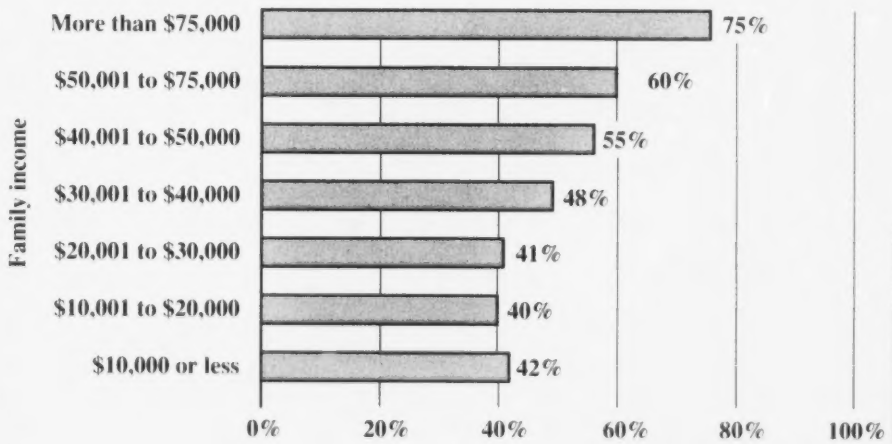
***About one-third of 3- to 5-year-olds are frequently taken to a library by their parents, and about one-fifth are frequently taken to an art gallery, museum, or historical site.***

Source: National Center for Education Statistics, 1991

**Exhibit 32**

## Preschool Participation

Percent of 3- to 5-year-olds[1] enrolled in preschool,[2] 1991




[1]Excluding those enrolled in kindergarten.
[2]Includes nursery schools, prekindergarten programs, and Head Start.

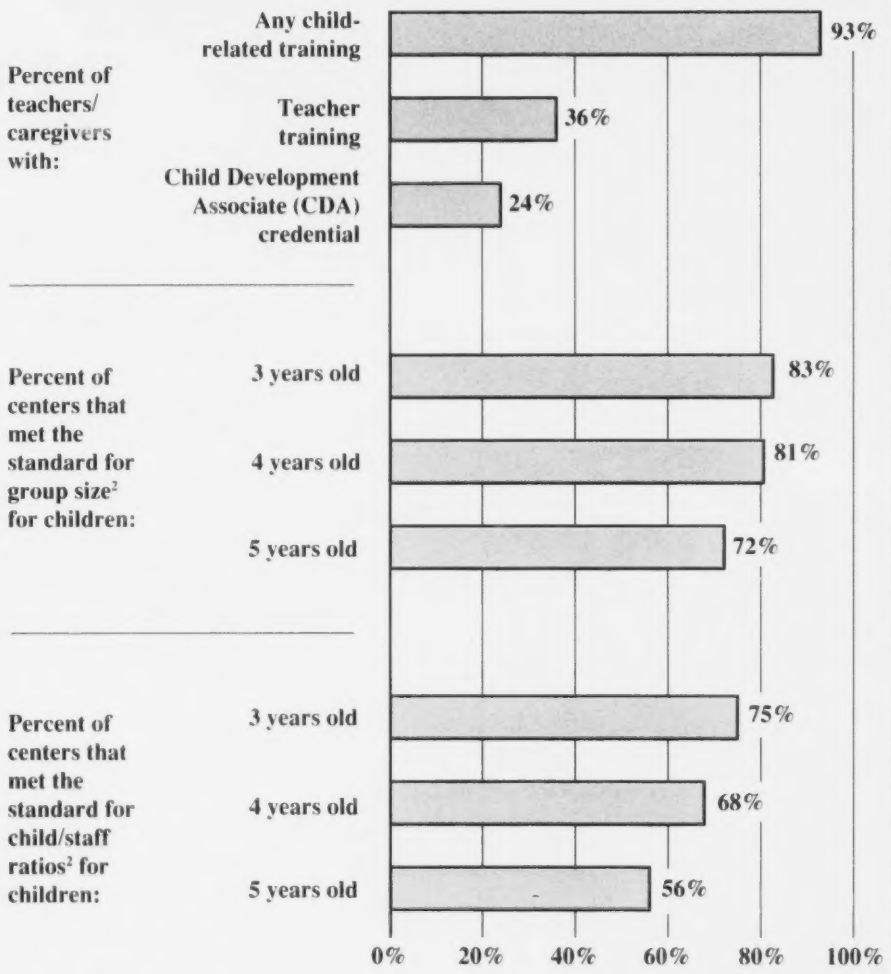
***In 1991, only about four out of every ten 3- to 5-year-olds from families with incomes of $30,000 or less were enrolled in preschool.***

Source: National Center for Education Statistics, 1991

**Exhibit 33**

## Preschool Quality

Teacher and preschool center[1] characteristics, 1990




***In 1990, nearly all teachers in preschool centers had some child-related training, but only about one-third had teacher training and only about one-fourth held a Child Development Associate credential. Most centers met standards recommended by the National Association for the Education of Young Children for group size and child/staff ratios.***

[1]Complete description of preschool center can be found in Appendix B.

[2]The standard for group size for 3- to 5-year-olds recommended by the National Association for the Education of Young Children is 20 children. The standard recommended for child/staff ratios is 10 children per staff member. Some states have also set their own standards in these areas.

Source: Mathematica Policy Research, Inc., 1991

# Goal 2: High School Completion

**By the year 2000, the high school graduation rate will increase to at least 90 percent.**

## Objectives

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

# Goal 2: High School Completion

## Additional important points:

### Overall Dropout Rates

- Between 1989 and 1990, approximately 4% of students in grades 10-12 dropped out of school.[4]
- In 1990, nearly 4 million young adults (12% of all individuals 16 to 24 years old) were high school dropouts.[5]
- Almost 7% of the 8th grade class of 1988 had dropped out of school by 10th grade.[6]
- Approximately 17% of the 10th grade class of 1980 had dropped out by the end of 12th grade.[7]

### Dropout Rates Over Time and by Race/Ethnicity

- The dropout rate for 16- to 24-year-olds has declined steadily over time, and the gap in dropout rates between Whites and Blacks has narrowed. Dropout rates for Hispanics have been consistently higher than the rates for Blacks and Whites. (See Exhibit 34.)

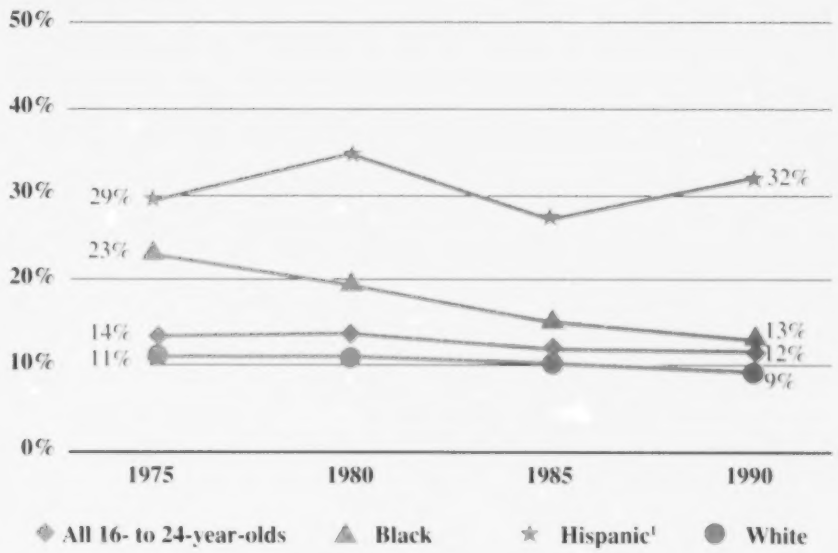
### Factors Related to Dropping Out

- Limited English proficiency, low socioeconomic status, and the absence of parents from the home are some of the factors which appear to increase the likelihood that students will drop out of school. (See Exhibit 35.)

**Exhibit 34**

## High School Dropout Rates

Percent of young adults 16 to 24 years old without a high school credential, 1975 to 1990




[1]Hispanic rates may vary more than rates for other groups because of small sample size.

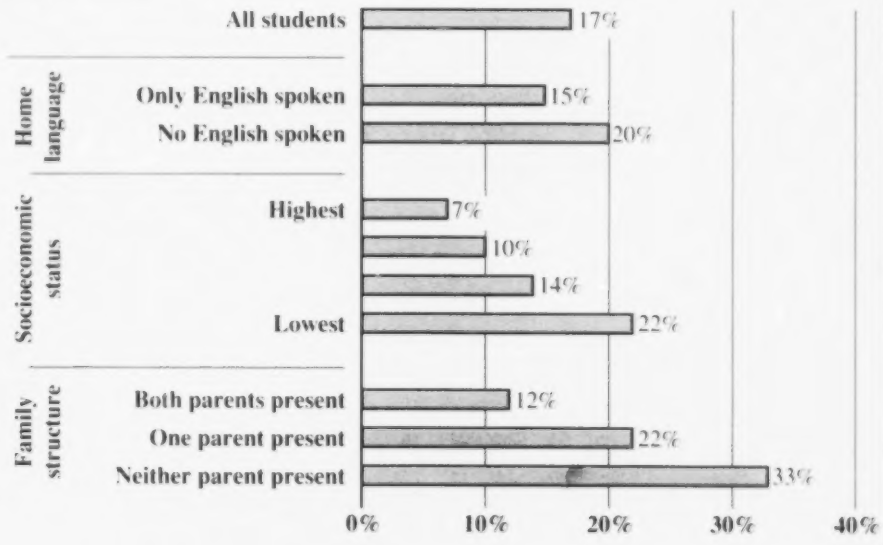
Source: National Center for Education Statistics, 1991

***Dropout rates for Black students have declined steadily over time. Dropout rates for Hispanics have been consistently higher than the rates for Blacks and Whites.***

**Exhibit 35**

## Factors Related to Dropping Out

Percent of the 1980 sophomore class who dropped out, by selected characteristics




Source: National Center for Education Statistics, 1989

***Limited English proficiency, low socio-economic status, and the absence of parents from the home are all factors which appear to increase the likelihood that students will drop out of school.***

# Goal 3: Student Achievement and Citizenship

**By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**

## Objectives

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

# Goal 3: Student Achievement and Citizenship

## Additional important points:

### Mathematics Achievement

- In Grades 4, 8, and 12, more students scored at the Basic level in mathematics achievement than at any other level. Black and Hispanic students were more likely than other groups to score at the Below Basic level; Asians/Pacific Islanders were more likely to score at the Proficient level. (See Exhibits 36-38.)

### Subject Matter Knowledge*

- Average reading scores for 13- and 17-year-olds showed little change between 1980 and 1990. The average score for 9-year-olds decreased over the same period. (See Exhibit 39.)

- Average writing scores for 4th and 11th graders remained relatively unchanged between 1984 and 1990, while the average score for 8th graders declined. (See Exhibit 40.)

- In 1990, average mathematics proficiency for students 9, 13, and 17 years old was at its highest level in twelve years. (See Exhibit 41.)

- Average science scores for 9- and 13-year-olds increased between 1977 and 1990. The average score for 17-year-olds remained the same. (See Exhibit 42.)

### Advanced Placement Results

- For every 1,000 11th and 12th graders enrolled in 1991, seven Advanced Placement examinations were taken in foreign languages and two were taken in fine arts. Approximately 70% of the foreign language examinations and half of the fine arts examinations received grades of 3 or above, which is generally high enough to make students eligible for college credit. (See Exhibit 43.)

- Over the past ten years, the number of Advanced Placement examinations taken by 11th and 12th graders has increased in both foreign languages and fine arts. (See Exhibit 44.)

- Over the past five years, rates of increase in the numbers of Advanced Placement examinations taken in foreign languages and in fine arts were generally greatest among minority students. (See Exhibit 44.)

### High School Course Completion

- Between 1982 and 1987, the percent of all high school graduates who had completed challenging courses in the core subjects increased, except in geography. (See Exhibit 45.)

- Between 1982 and 1987, the percent of high school graduates who had completed courses in foreign languages increased substantially, while the percent who had completed courses in fine arts increased slightly. (See Exhibit 46.)

* Trends in history and geography are not profiled in this year's report, since the National Assessment of Educational Progress (NAEP) geography examination was administered only once (in 1988), and the NAEP history examinations were given within a two-year period (1986 and 1988), providing no clear trends. Future reports will include history and geography data as new information becomes available.

**Exhibit 36**

## Mathematics Achievement - Grade 4

Percent[1] of students who scored within various achievement levels,[2] 1990

| | Below Basic | Basic | Competent Proficient | Competent Advanced |
|---|---|---|---|---|
| All students | 37% | 48% | 14% | 1% |
| American Indian/ Alaskan Native | 44% | 50% | 5% | <1% |
| Asian/Pacific Islander | 22% | 49% | 27% | 2% |
| Black | 70% | 28% | 2% | <1% |
| Hispanic | 58% | 36% | 5% | <1% |
| White | 26% | 55% | 18% | 1% |

Percents may not add up to 100% because of rounding.
Complete descriptions of each level can be found in Appendix B.

Source: National Assessment Governing Board, 1991

**Exhibit 37**

## Mathematics Achievement - Grade 8

Percent[1] of students who scored within various achievement levels,[2] 1990

| | Below Basic | Basic | Competent Proficient | Competent Advanced |
|---|---|---|---|---|
| All students | 38% | 44% | 17% | 1% |
| American Indian/ Alaskan Native[3] | 58% | 37% | 5% | <1% |
| Asian/Pacific Islander | 18% | 43% | 33% | 6% |
| Black | 70% | 25% | 4% | <1% |
| Hispanic | 60% | 34% | 6% | <1% |
| White | 28% | 49% | 21% | 1% |

Percents may not add up to 100% because of rounding.
Complete descriptions of each level can be found in Appendix B.
[3] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

Source: National Assessment Governing Board, 1991

***In Grades 4, 8, and 12, more students scored at the Basic level in mathematics achievement than at any other level.***

**Exhibit 38**

## Mathematics Achievement - Grade 12

Percent[1] of students who scored within various achievement levels,[2] 1990

| | Below Basic | Basic | Competent Proficient | Competent Advanced |
|---|---|---|---|---|
| All students | 36% | 48% | 14% | 3% |
| American Indian/ Alaskan Native[4] | | | | |
| Asian/Pacific Islander | 17% | 49% | 25% | 9% |
| Black | 66% | 32% | 2% | <1% |
| Hispanic | 57% | 37% | 6% | 1% |
| White | 28% | 53% | 16% | 3% |

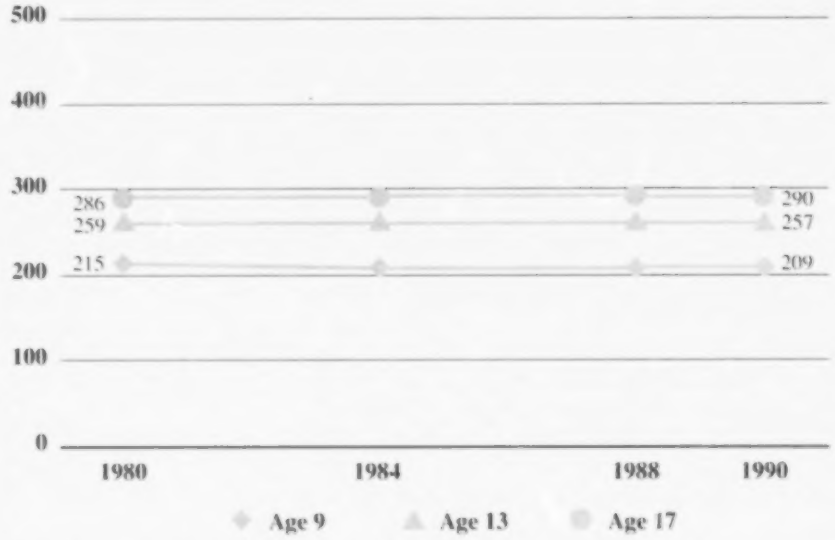
Percents may not add up to 100% because of rounding.
Complete descriptions of each level can be found in Appendix B.
[4] Insufficient sample size to permit reliable estimate.

Source: National Assessment Governing Board, 1991

**Exhibit 39**

## Trends in Reading Proficiency

Average reading score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1980 to 1990




[1]Complete descriptions of each level can be found in Appendix B.

**Average Reading Score**

| | 1980 | 1990 | Change[1] |
|---|---|---|---|
| Age 9 | | | |
| All students | 215 | 209 | - |
| Black | 189 | 182 | NS |
| Hispanic | 190 | 189 | NS |
| White | 221 | 217 | NS |
| Age 13 | | | |
| All students | 259 | 257 | NS |
| Black | 233 | 242 | + |
| Hispanic | 237 | 238 | NS |
| White | 264 | 262 | NS |
| Age 17 | | | |
| All students | 286 | 290 | NS |
| Black | 243 | 267 | + |
| Hispanic | 261 | 275 | + |
| White | 293 | 297 | NS |

[1]+ means statistically significant increase
- means statistically significant decrease
NS means no statistically significant change

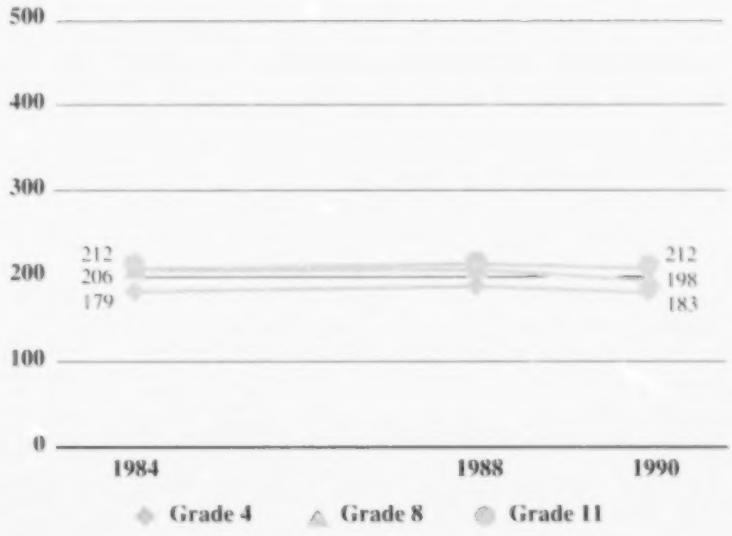
***Average reading scores for 13- and 17-year-olds showed little change between 1980 and 1990. The average score for 9-year-olds decreased over the same period.***

Source: National Center for Education Statistics, 1991

**Exhibit 40**

## Trends in Writing Proficiency

Average writing score[1] on a scale of 0 to 500 for students in grades 4, 8, and 11, 1984 to 1990




[1]Complete descriptions of each level can be found in Appendix B.

**Average Writing Score**

| | 1984 | 1990 | Change[1] |
|---|---|---|---|
| Grade 4 | | | |
| All students | 179 | 183 | NS |
| Black | 154 | 155 | NS |
| Hispanic | 163 | 168 | NS |
| White | 186 | 191 | NS |
| Grade 8 | | | |
| All students | 206 | 198 | - |
| Black | 190 | 182 | NS |
| Hispanic | 191 | 189 | NS |
| White | 210 | 202 | - |
| Grade 11 | | | |
| All students | 212 | 212 | NS |
| Black | 195 | 194 | NS |
| Hispanic | 188 | 198 | NS |
| White | 218 | 217 | NS |

[1]+ means statistically significant increase
- means statistically significant decrease
NS means no statistically significant change

***Average writing scores for 4th and 11th graders remained relatively unchanged between 1984 and 1990, while the average score for 8th graders declined.***

Source: National Center for Education Statistics, 1991

**Average Mathematics Score**

| | 1978 | 1990 | Change[1] |
|---|---|---|---|
| Age 9 | | | |
| All students | 219 | 230 | + |
| Black | 192 | 208 | + |
| Hispanic | 203 | 214 | + |
| White | 224 | 235 | + |
| Age 13 | | | |
| All students | 264 | 270 | + |
| Black | 230 | 249 | + |
| Hispanic | 238 | 255 | + |
| White | 272 | 276 | + |
| Age 17 | | | |
| All students | 300 | 305 | + |
| Black | 268 | 289 | + |
| Hispanic | 276 | 284 | NS |
| White | 306 | 310 | NS |

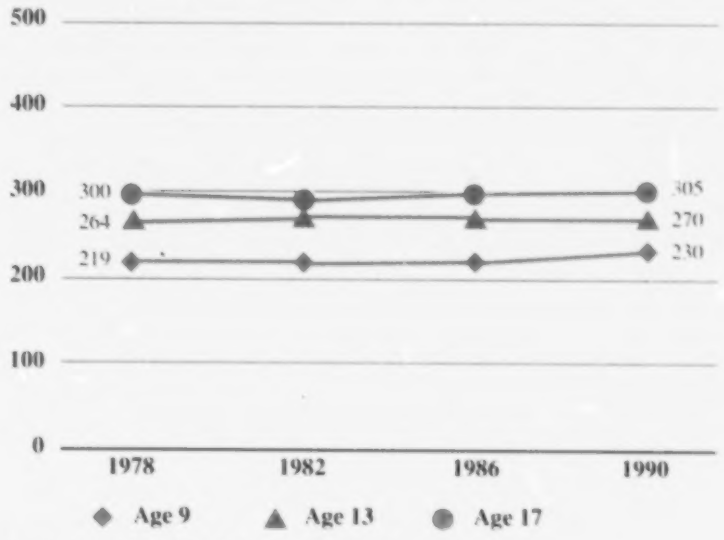
[1]+ means statistically significant increase
- means statistically significant decrease
NS means no statistically significant change

***In 1990, average mathematics proficiency for students 9, 13, and 17 years old was at its highest level in twelve years.***

**Exhibit 41**

## Trends in Mathematics Proficiency

Average mathematics score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1978 to 1990




[1]Complete descriptions of each level can be found in Appendix B.

Source: National Center for Education Statistics, 1991

**Average Science Score**

| | 1977 | 1990 | Change[1] |
|---|---|---|---|
| Age 9 | | | |
| All students | 220 | 229 | + |
| Black | 175 | 196 | + |
| Hispanic | 192 | 206 | + |
| White | 230 | 238 | + |
| Age 13 | | | |
| All students | 247 | 255 | + |
| Black | 208 | 226 | + |
| Hispanic | 213 | 232 | + |
| White | 256 | 264 | + |
| Age 17 | | | |
| All students | 290 | 290 | NS |
| Black | 240 | 253 | + |
| Hispanic | 262 | 262 | NS |
| White | 298 | 301 | NS |

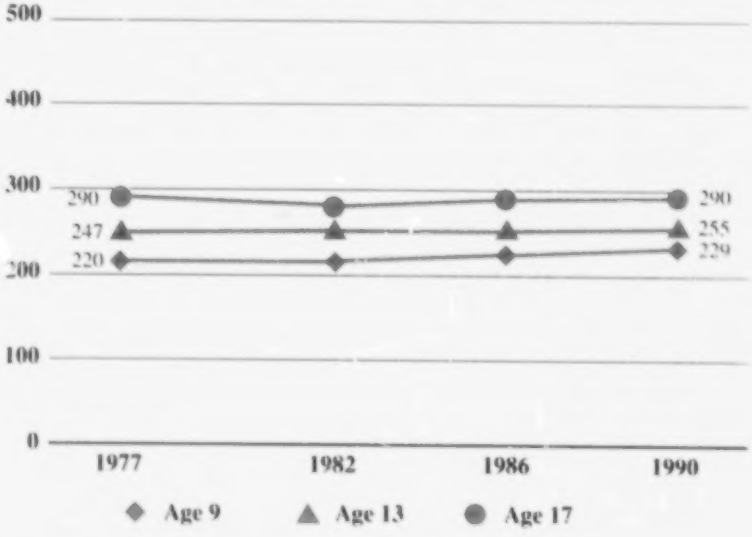
[1]+ means statistically significant increase
- means statistically significant decrease
NS means no statistically significant change

***Average science scores for 9- and 13-year-olds increased between 1977 and 1990. The average score for 17-year-olds remained the same.***

**Exhibit 42**

## Trends in Science Proficiency

Average science score[1] on a scale of 0 to 500 for students 9, 13, and 17 years old, 1977 to 1990



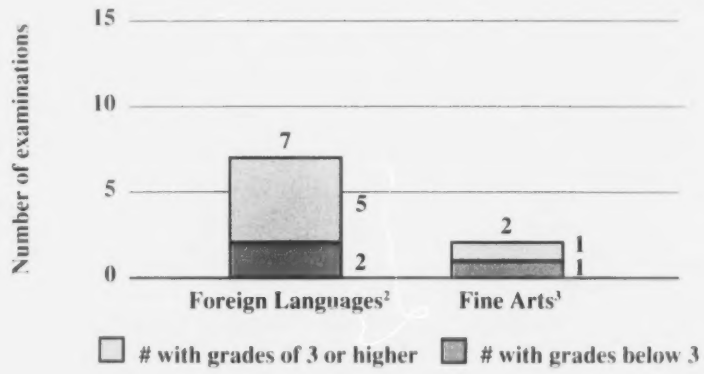

[1]Complete descriptions of each level can be found in Appendix B.

Source: National Center for Education Statistics, 1991

**Exhibit 43**

## Advanced Placement Results - Foreign Languages and Fine Arts

Number of examinations taken in foreign languages and fine arts and number receiving grades of 3 or higher,[1] per 1,000 11th and 12th graders, 1991




[1] A grade of 3 or higher is generally high enough to make students eligible for college credit.
[2] Includes French Language, French Literature, Spanish Language, Spanish Literature, and German
[3] Includes Art History, Studio Art (Drawing and General), Music Listening & Literature, and Music Theory

Source: The College Board, 1991

***For every 1,000 11th and 12th graders enrolled in 1991, seven Advanced Placement examinations were taken in foreign languages and two were taken in fine arts.***

**Foreign Languages**

| | 1986 | 1991 | % Change |
|---|---|---|---|
| Total | 21,284 | 37,745 | 77% |
| American Indian/ Alaskan Native | 28 | 85 | 204% |
| Asian/Pacific Islander | 1,336 | 3,713 | 178% |
| Black | 485 | 1,015 | 109% |
| Hispanic | 2,876 | 9,763 | 239% |
| White | 13,207 | 20,155 | 53% |
| Other/Not Stated | 3,352 | 3014 | - 10% |

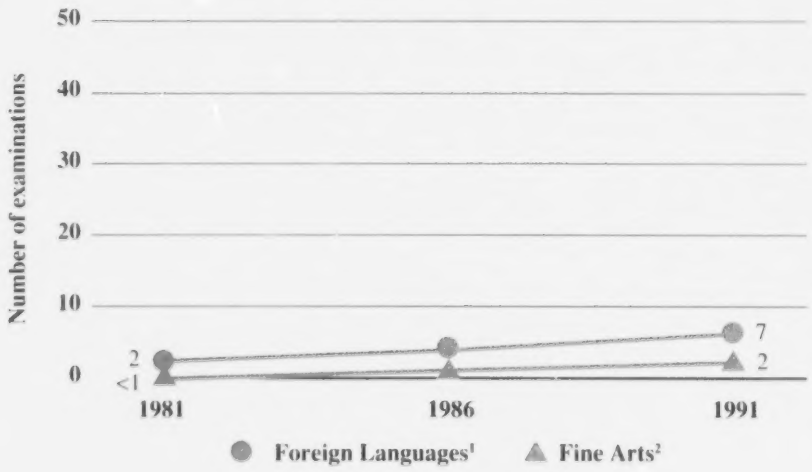
**Fine Arts**

| | 1986 | 1991 | % Change |
|---|---|---|---|
| Total | 4,333 | 9,826 | 127% |
| American Indian/ Alaskan Native | 23 | 44 | 91% |
| Asian/Pacific Islander | 312 | 1,256 | 303% |
| Black | 121 | 337 | 179% |
| Hispanic | 149 | 497 | 234% |
| White | 2,931 | 6,831 | 133% |
| Other/Not Stated | 797 | 861 | 8% |

**Exhibit 44**

## Trends in Advanced Placement - Foreign Languages and Fine Arts

Number of examinations taken in foreign languages and fine arts, per 1,000 11th and 12th graders, 1981 to 1991




[1] Includes French Language, French Literature, Spanish Language, Spanish Literature, and German
[2] Includes Art History, Studio Art (Drawing and General), Music Listening & Literature, and Music Theory

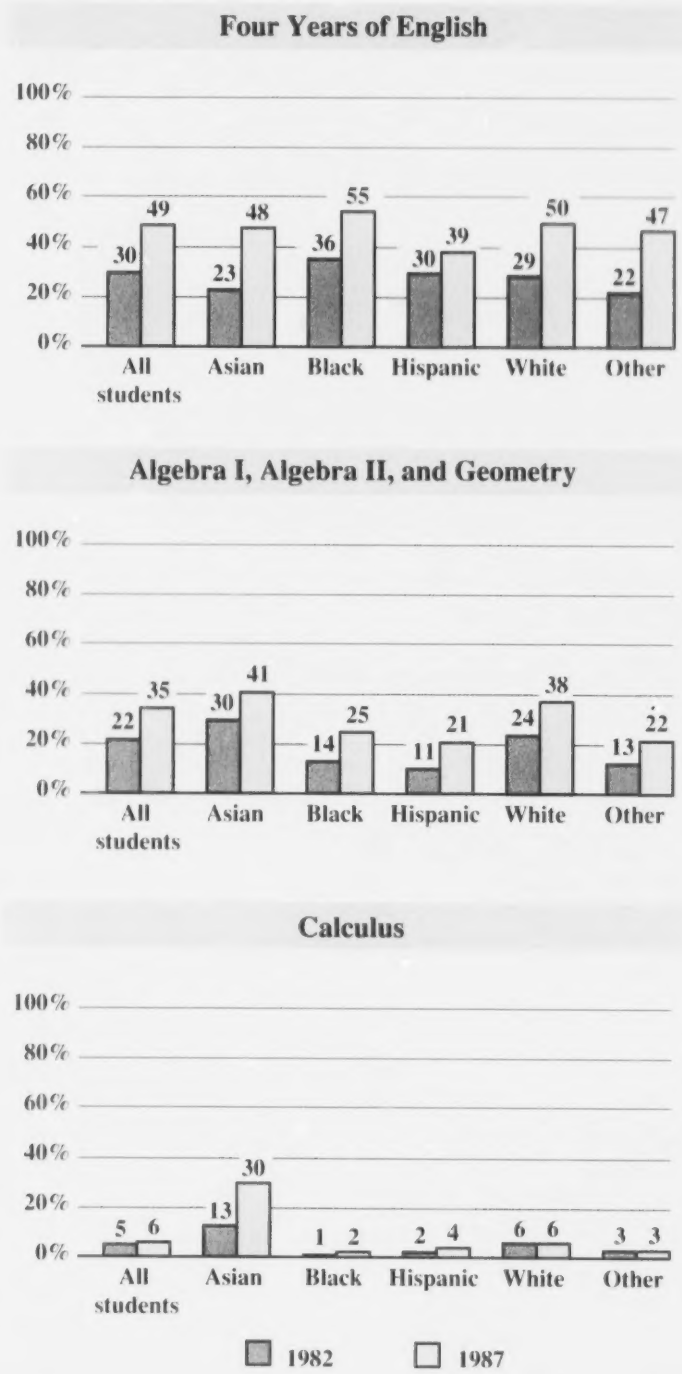
Source: The College Board, 1991

***Over the past ten years, the numbers of Advanced Placement examinations taken in foreign languages and fine arts have increased.***

**Exhibit 45**

## High School Course Completion - Core Subjects

Percent of high school graduates who completed selected courses, 1982 and 1987

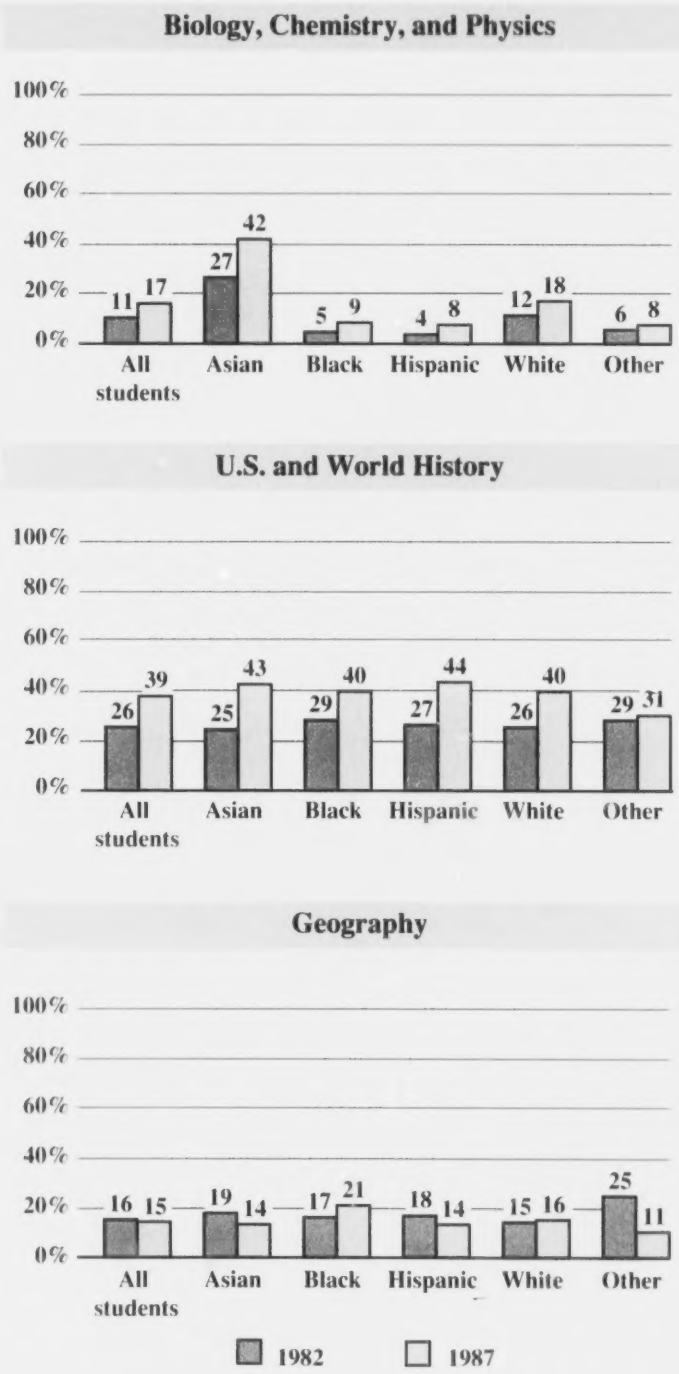



***Between 1982 and 1987, the percent of all high school graduates who had completed challenging courses in the core subjects increased, except in geography.***

**Exhibit 45 (continued)**

## High School Course Completion - Core Subjects

Percent of high school graduates who completed selected courses, 1982 and 1987

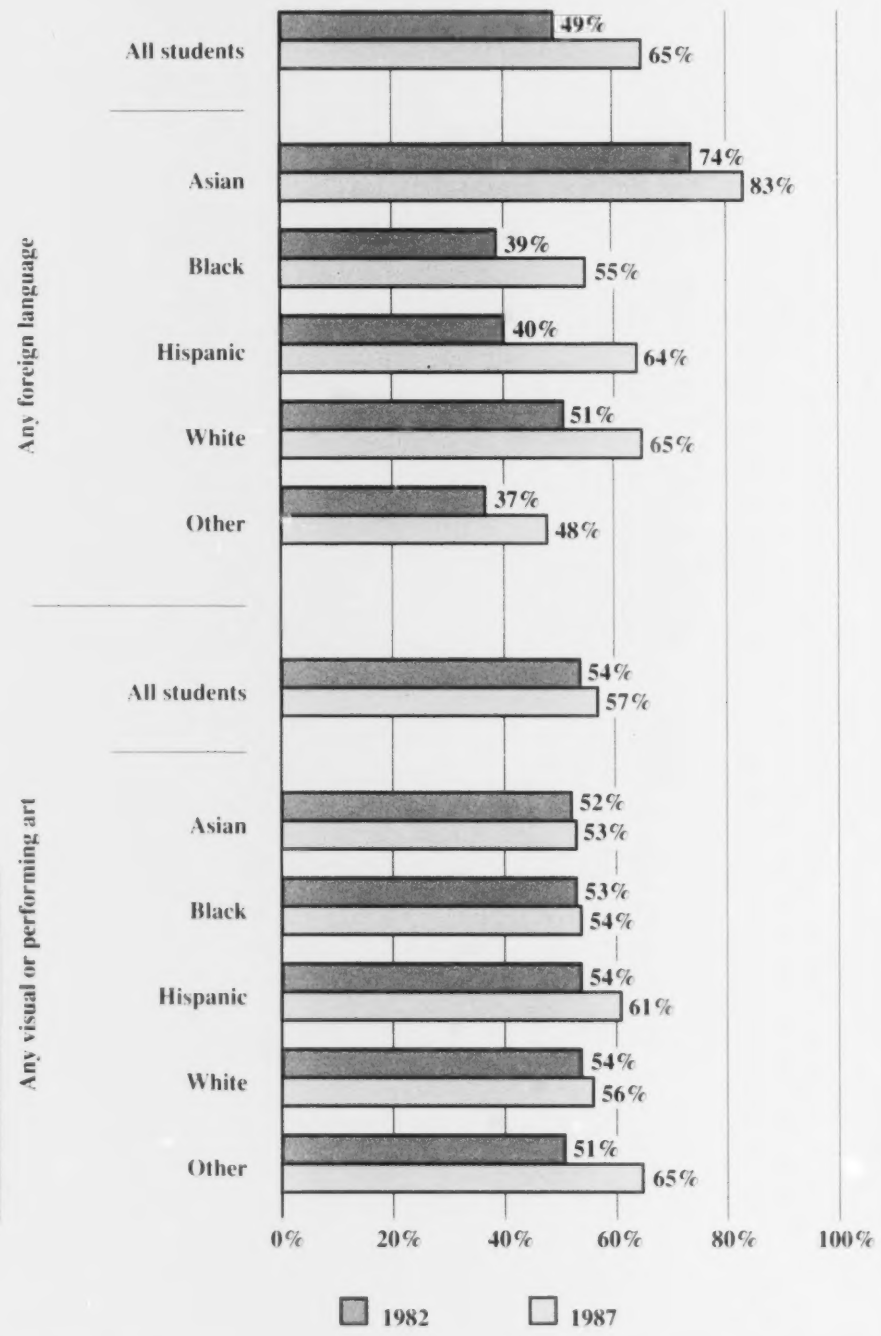



Source: National Center for Education Statistics, 1988

Exhibit 46

## High School Course Completion - Foreign Languages and Fine Arts

Percent of high school graduates who completed foreign language and fine arts courses, 1982 and 1987




***Between 1982 and 1987, the percent of high school graduates who had completed courses in foreign languages increased substantially, while the percent who had completed courses in fine arts increased slightly.***

Source: National Center for Education Statistics, 1988

# Goal 4: Science and Mathematics

**By the year 2000, U.S. students will be first in the world in science and mathematics achievement.**

## Objectives

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

# Goal 4: Science and Mathematics

## Additional important points:

### Science Instructional Practices

- During 1985-86, the average amount of instructional time devoted to science in Grades 4-6 was slightly more than one-half hour each day.[8]
- In 1986, seven out of ten 3rd grade teachers reported spending two hours or less on weekly science instruction, while 6% reported spending no time on science instruction.[9]
- In 1985-86, less than half of all science teachers in the upper elementary, middle school, and high school grades reported using hands-on activities in class in their most recent lesson.[10]
- One-third of all science classrooms in Grades 4-6 had no scientific equipment in 1985-86.[11]

### Mathematics Instructional Practices

- In 1990, substantial numbers of 4th and 8th graders were not receiving the kind of instruction recommended by mathematics education experts, such as working in small groups and doing projects. (See Exhibit 47.)
- About four-fifths of 8th graders did not have computers in their mathematics classrooms in 1990, and over two-thirds did not use calculators regularly in class. (See Exhibit 47.)
- During 1985-86, the average amount of instructional time devoted to mathematics in Grades 4-6 was slightly less than fifty minutes each day.[12]

### Teacher Preparation

- In 1988, 61% of all high school science teachers held a degree in science; 42% of all high school mathematics teachers held a degree in mathematics. (See Exhibit 48.)

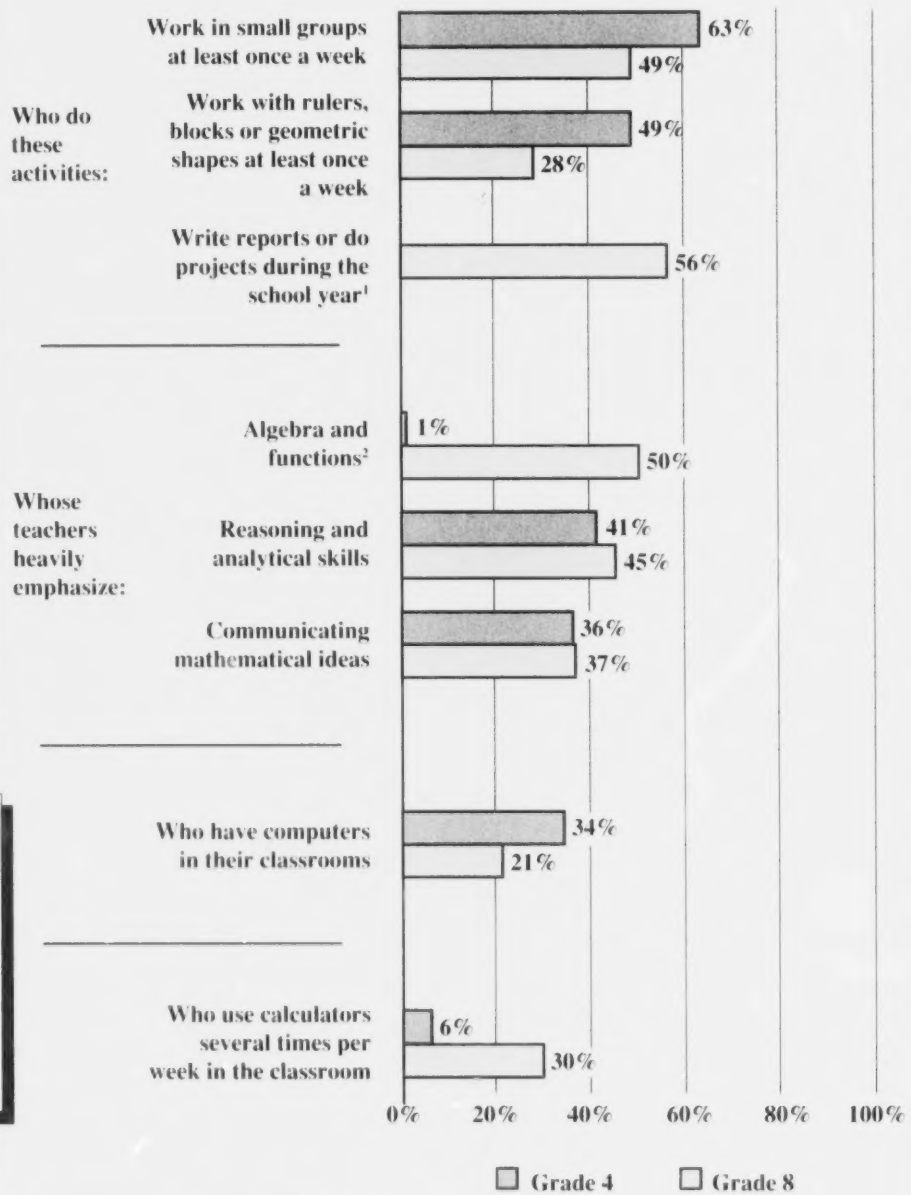
### Degrees Awarded in Science and Mathematics

- American students earned over 470,000 science degrees in 1989 (approximately 26,000 more than the number earned ten years earlier). The number of science degrees earned between 1979 and 1989 increased 15% for women and declined 1% for men. (See Exhibit 49.)
- Over 17,000 mathematics degrees were awarded to U.S. citizens in 1989 (about 3,000 more than ten years earlier). The number of mathematics degrees earned between 1979 and 1989 rose 36% for women and 11% for men. (See Exhibit 50.)
- Between 1979 and 1989, the combined numbers of undergraduate and graduate degrees earned by American students in science and mathematics increased for students from every race/ethnic group. However, the number of graduate mathematics degrees earned declined by 8% over this period. (See Exhibits 51 and 52.)

**Exhibit 47**

## Mathematics Instructional Practices

Percent of 4th and 8th graders, 1990:




[1]This information was not collected for 4th graders.
[2]Informal introduction of concepts at Grade 4.

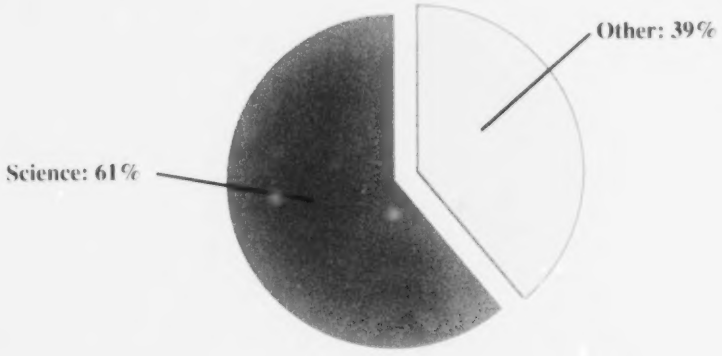
Source: National Center for Education Statistics, 1991.

***In 1990, substantial numbers of 4th and 8th grade students were not receiving the kind of instruction recommended by mathematics education experts, such as working in small groups and doing projects.***

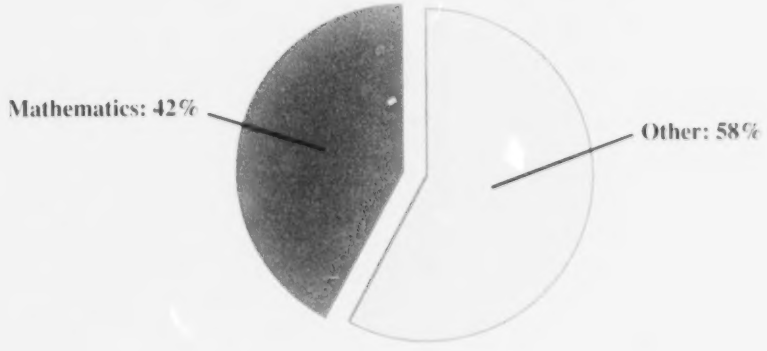
**Exhibit 48**

## Science and Mathematics Teacher Preparation

Percent of all high school science and mathematics teachers[1] who have a degree[2] in the field in which they teach, 1988




All high school science teachers




All high school mathematics teachers

[1]Primary teaching assignment is science or mathematics.
[2]Academic majors. Does not include minors or second majors in science or mathematics, or majors in science education or mathematics education.

Source: National Center for Education Statistics, 1991

***In 1988, about six out of ten high school science teachers held a degree in science; about four out of ten high school mathematics teachers held a degree in mathematics.***

## Exhibit 49
# Science Degrees Earned by Men and Women
Number[1] earned by U.S. citizens, 1978-79 to 1988-89

**Undergraduate**

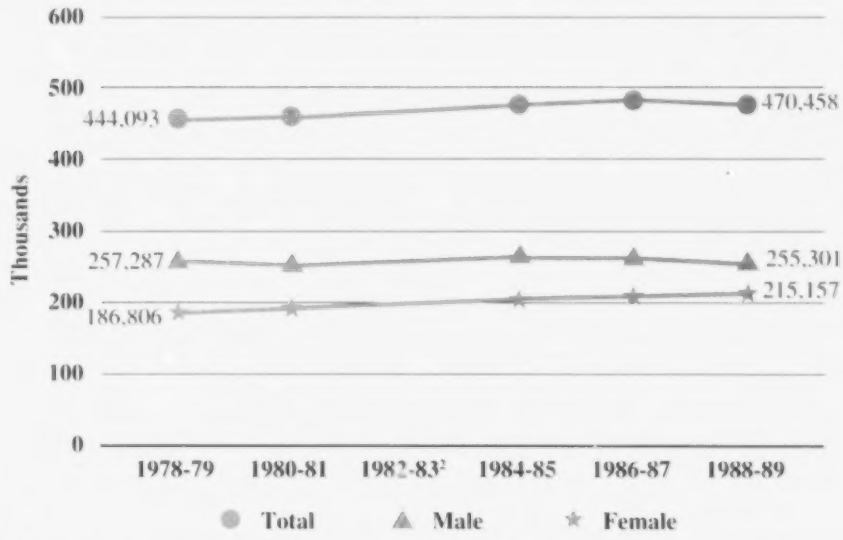
| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 367,412 | 384,607 | + 5% |
| Men | 208,374 | 207,532 | -< 1% |
| Women | 159,038 | 177,075 | + 11% |

**Graduate**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 76,681 | 85,851 | + 12% |
| Men | 48,913 | 47,769 | - 2% |
| Women | 27,768 | 38,082 | + 37% |

**Undergraduate and Graduate Combined**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 444,093 | 470,458 | + 6% |
| Men | 257,287 | 255,301 | - 1% |
| Women | 186,806 | 215,157 | + 15% |




[1]Includes bachelor's, master's, and doctoral degrees in agriculture and natural resources, computer and information sciences, engineering, health professions, life sciences, physical sciences, psychology, and social sciences.
[2]No data available.

Source: National Center for Education Statistics, 1991

***American students earned over 470,000 science degrees and over 17,000 mathematics degrees in 1989. The combined number of undergraduate and graduate degrees earned by women increased 15% in science (versus a 1% decrease for men) and 36% in mathematics (versus an 11% increase for men) between 1979 and 1989.***

## Exhibit 50
# Mathematics Degrees Earned by Men and Women
Number[1] earned by U.S. citizens, 1978-79 to 1988-89

**Undergraduate**

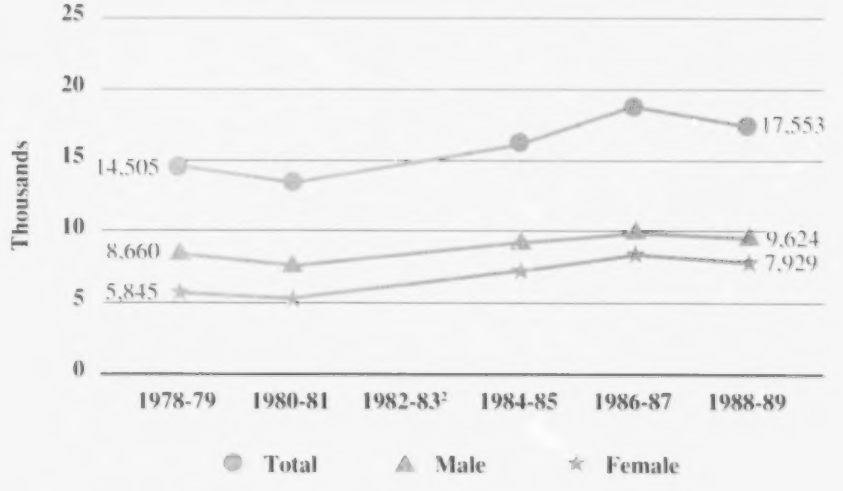
| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 11,376 | 14,686 | + 29% |
| Men | 6,589 | 7,869 | + 19% |
| Women | 4,787 | 6,817 | + 42% |

**Graduate**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 3,129 | 2,867 | - 8% |
| Men | 2,071 | 1,755 | - 15% |
| Women | 1,058 | 1,112 | + 5% |

**Undergraduate and Graduate Combined**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 14,505 | 17,553 | + 21% |
| Men | 8,660 | 9,624 | + 11% |
| Women | 5,845 | 7,929 | + 36% |



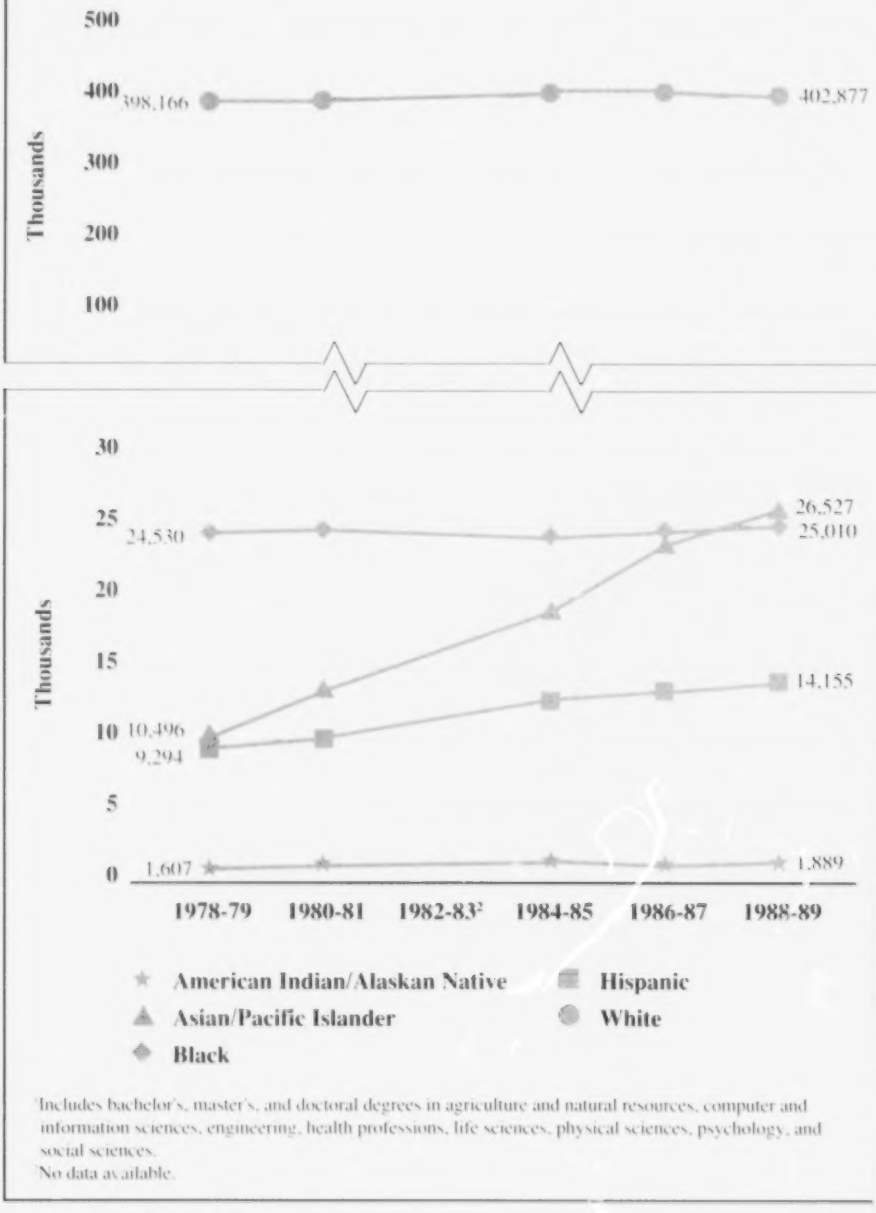

[1]Includes bachelor's, master's, and doctoral degrees.
[2]No data available.

Source: National Center for Education Statistics, 1991

**Exhibit 51**

## Science Degrees Earned by Different Race/Ethnic Groups

Number[1] earned by U.S. citizens, 1978-79 to 1988-89




[1]Includes bachelor's, master's, and doctoral degrees in agriculture and natural resources, computer and information sciences, engineering, health professions, life sciences, physical sciences, psychology, and social sciences.

[2]No data available.

Source: National Center for Education Statistics, 1991

***Between 1979 and 1989, the combined numbers of undergraduate and graduate degrees earned in science increased for students from every race/ethnic group.***

**Undergraduate**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 367,412 | 384,607 | + 5% |
| American Indian/ Alaskan Native | 1,348 | 1,549 | + 15% |
| Asian/Pacific Islander | 7,760 | 20,824 | + 168% |
| Black | 21,417 | 22,043 | + 3% |
| Hispanic | 8,113 | 11,997 | + 48% |
| White | 328,774 | 328,194 | < 1% |

**Graduate**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 76,681 | 85,851 | + 12% |
| American Indian/ Alaskan Native | 259 | 340 | + 31% |
| Asian/Pacific Islander | 2,736 | 5,703 | + 108% |
| Black | 3,113 | 2,967 | - 5% |
| Hispanic | 1,181 | 2,158 | + 83% |
| White | 69,392 | 74,683 | + 8% |

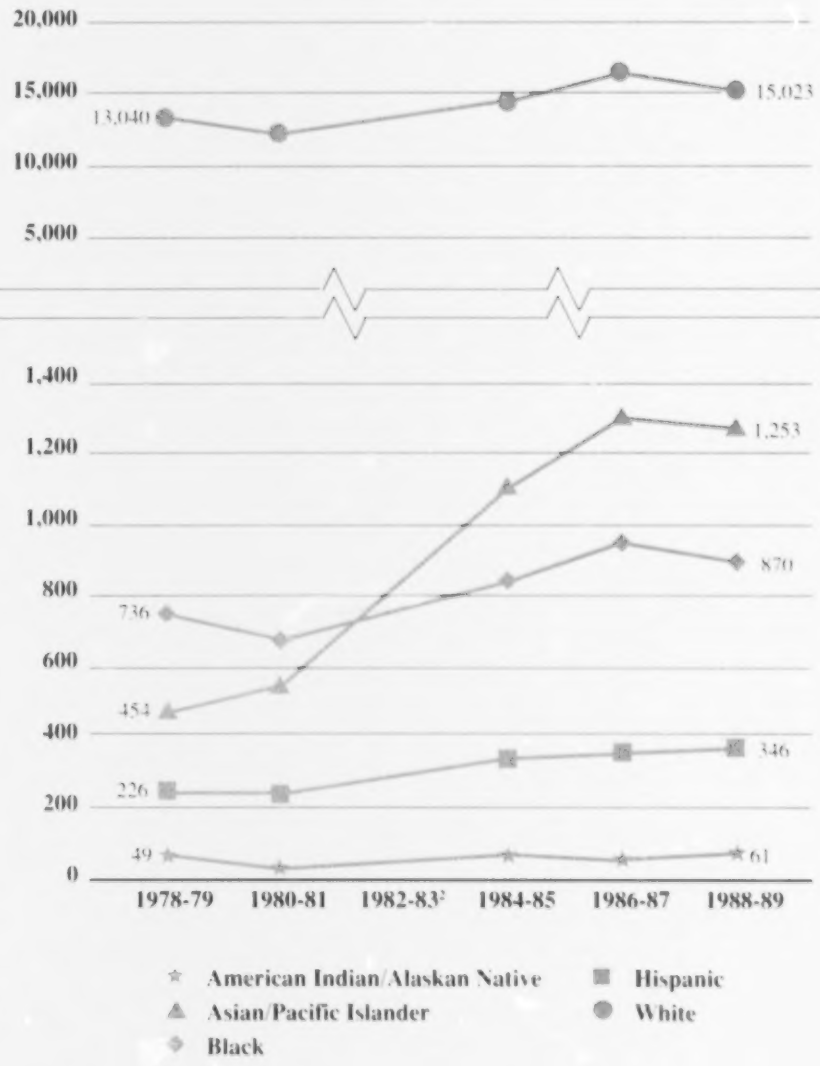
**Undergraduate and Graduate Combined**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 444,093 | 470,458 | + 6% |
| American Indian/ Alaskan Native | 1,607 | 1,889 | + 18% |
| Asian/Pacific Islander | 10,496 | 26,527 | + 153% |
| Black | 24,530 | 25,010 | + 2% |
| Hispanic | 9,294 | 14,155 | + 52% |
| White | 398,166 | 402,877 | + 1% |

## Exhibit 52
# Mathematics Degrees Earned by Different Race/Ethnic Groups

Number[1] earned by U.S. citizens, 1978-79 to 1988-89

***Between 1979 and 1989, the combined numbers of undergraduate and graduate degrees earned in mathematics increased for students from every race/ethnic group. However, the number of graduate mathematics degrees earned declined by 8% over this period.***




**Undergraduate**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 11,376 | 14,686 | + 29% |
| American Indian/ Alaskan Native | 41 | 54 | + 32% |
| Asian/Pacific Islander | 321 | 1,034 | + 222% |
| Black | 652 | 801 | + 3% |
| Hispanic | 194 | 310 | + 60% |
| White | 10,168 | 12,487 | + 23% |

**Graduate**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 3,129 | 2,867 | - 8% |
| American Indian/ Alaskan Native | 8 | 7 | - 13% |
| Asian/Pacific Islander | 133 | 219 | + 65% |
| Black | 84 | 69 | - 18% |
| Hispanic | 32 | 36 | + 13% |
| White | 2,872 | 2,536 | - 12% |

**Undergraduate and Graduate Combined**

| | 1978-79 | 1988-89 | % Change |
|---|---|---|---|
| Total | 14,505 | 17,553 | + 21% |
| American Indian/ Alaskan Native | 49 | 61 | + 24% |
| Asian/Pacific Islander | 454 | 1,253 | + 176% |
| Black | 736 | 870 | + 18% |
| Hispanic | 226 | 346 | + 53% |
| White | 13,040 | 15,023 | + 15% |

[1] Includes bachelor's, master's, and doctoral degrees.
[2] No data available.

Source: National Center for Education Statistics, 1991

# Goal 5: Adult Literacy and Lifelong Learning

**By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

## Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

# Goal 5: Adult Literacy and Lifelong Learning

## Additional important points:

### Adult Education*

- About one-third of all adults took adult education courses during 1990-91. Adults at earlier stages of their careers and those who already had college degrees were most likely to enroll in adult education courses. (See Exhibit 53.)
- The primary reason given for taking an adult education course during 1990-91 was to upgrade job skills. (See Exhibit 54.)
- About one out of every ten adults took an adult education course sponsored by business/industry during 1990-91. A similar proportion took courses from a college or university. Less than 1% took a course sponsored by a library. (See Exhibit 55.)
- Almost two-thirds of all adults believed that they were prevented for one or more reasons from taking adult education courses during 1990-91. Primary reasons cited were conflicts with work schedules, the cost of classes, and the times classes were held. (See Exhibit 56.)
- Three out of every ten workers received some type of support from their employers so that they could participate in adult education courses. White employees and college graduates were most likely to receive some type of employer support. (See Exhibit 57.)

### College Enrollment

- In 1989, six out of ten high school graduates enrolled in either two- or four-year colleges immediately after graduation. Whites were more likely than Blacks or Hispanics to enroll in college right away. (See Exhibit 58.)
- Enrollments immediately following high school in both two- and four-year colleges increased between 1974 and 1989. (See Exhibit 59.)
- Within four years of completing high school in 1982, two-thirds of all high school graduates had enrolled in a postsecondary institution. Enrollment rates were highest among Asian/Pacific Islanders and among students from higher socioeconomic backgrounds. (See Exhibit 60.)

### College Completion

- In 1990, 43% of 25- to 29-year-old high school graduates had completed two or more years of college, while 27% had completed four or more years of college. (See Exhibit 61.)
- Over the past fifteen years, the proportions of 25 to 29 year old high school graduates completing two or more years, and four or more years of college have remained fairly steady. The rate of completion remains substantially higher for White students than for Blacks and Hispanics. (See Exhibit 62.)

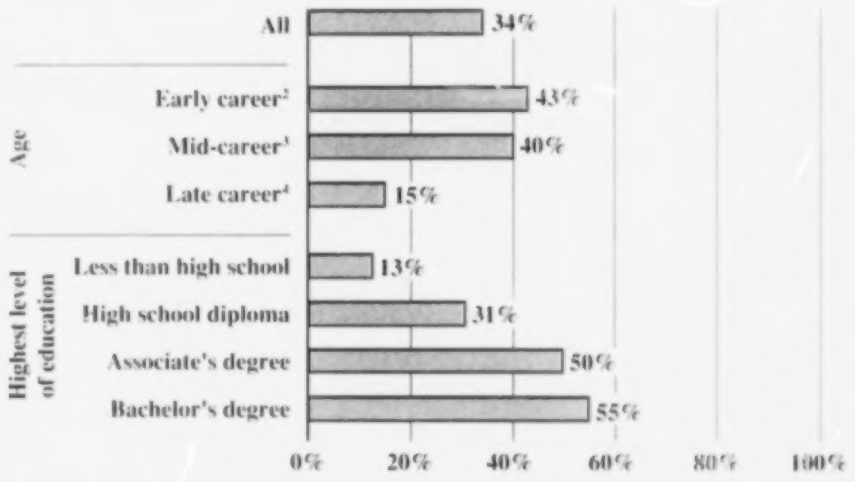


* The adult education population is defined as all adults 17 years or older except those participating exclusively in full-time educational programs.

**Exhibit 53**

## Participation in Adult Education

Percent of all adults[1] 17 years and older who took adult education courses during the previous 12 months, 1991




[1]Excluding those participating in full-time educational programs exclusively.
[2]Includes 17- to 34-year-olds.
[3]Includes 35- to 54-year-olds.
[4]Includes 55+-year-olds.

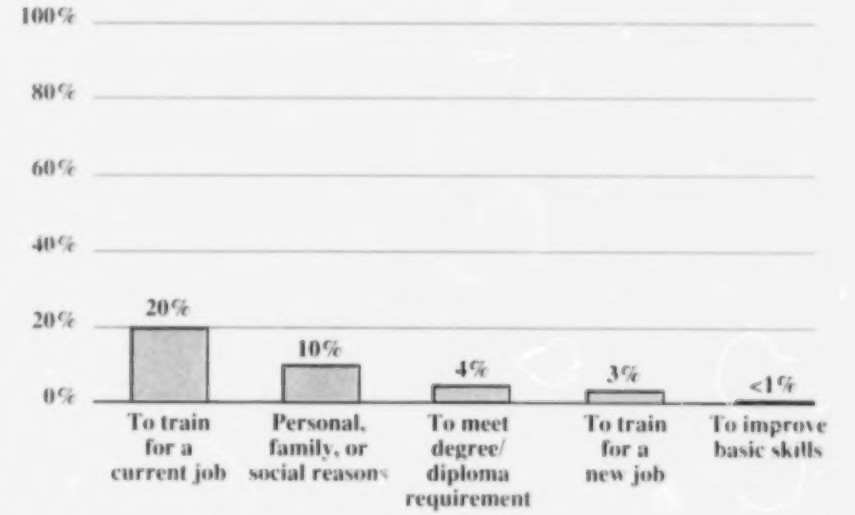
Source: National Center for Education Statistics, 1991

***About one-third of all adults took adult education courses during 1990-91.***

**Exhibit 54**

## Main Reasons for Participating in Adult Education

Percent of all adults[1] 17 years and older who took at least one adult education course during the previous 12 months for the following reasons, 1991




[1]Excluding those participating in full-time educational programs exclusively.

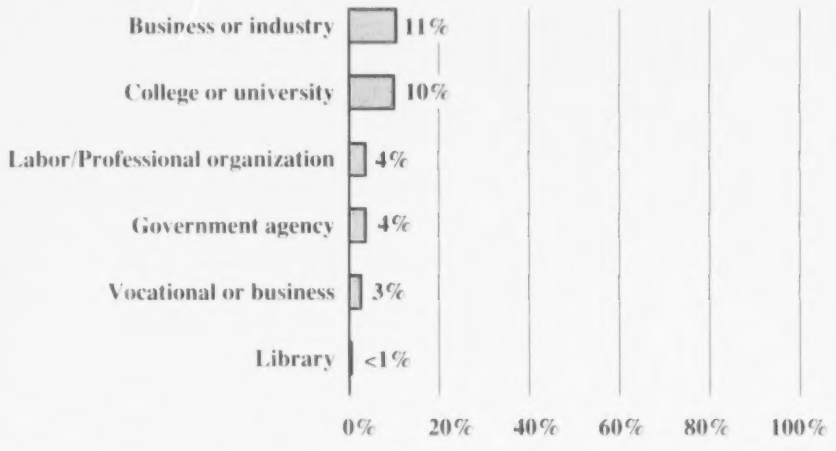
Source: National Center for Education Statistics, 1991

***The primary reason given for taking an adult education course during 1990-91 was to upgrade skills for a current job.***

**Exhibit 55**

## Providers of Adult Education

Percent of all adults[1] 17 years and older who took adult education courses from various providers during the previous 12 months, 1991




[1]Excluding those participating in full-time educational programs exclusively.

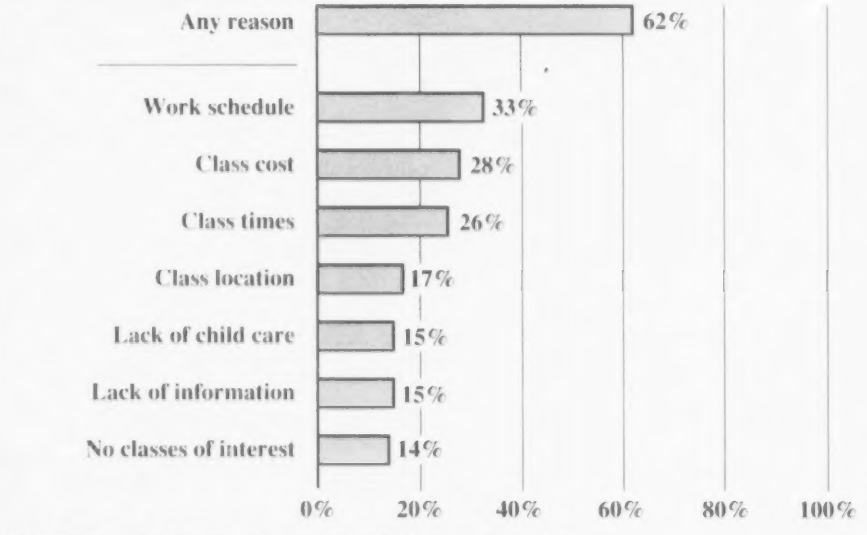
***About one out of every ten adults took an adult education course sponsored by business/ industry during 1991. A similar proportion took courses from a college/ university. Less than 1% took a course sponsored by a library.***

Source: National Center for Education Statistics, 1991

**Exhibit 56**

## Barriers to Adult Education

Percent of all adults[1] 17 years and older who believed they were prevented from taking adult education courses during the previous 12 months for the following reasons, 1991




[1]Excluding those participating in full-time educational programs exclusively.

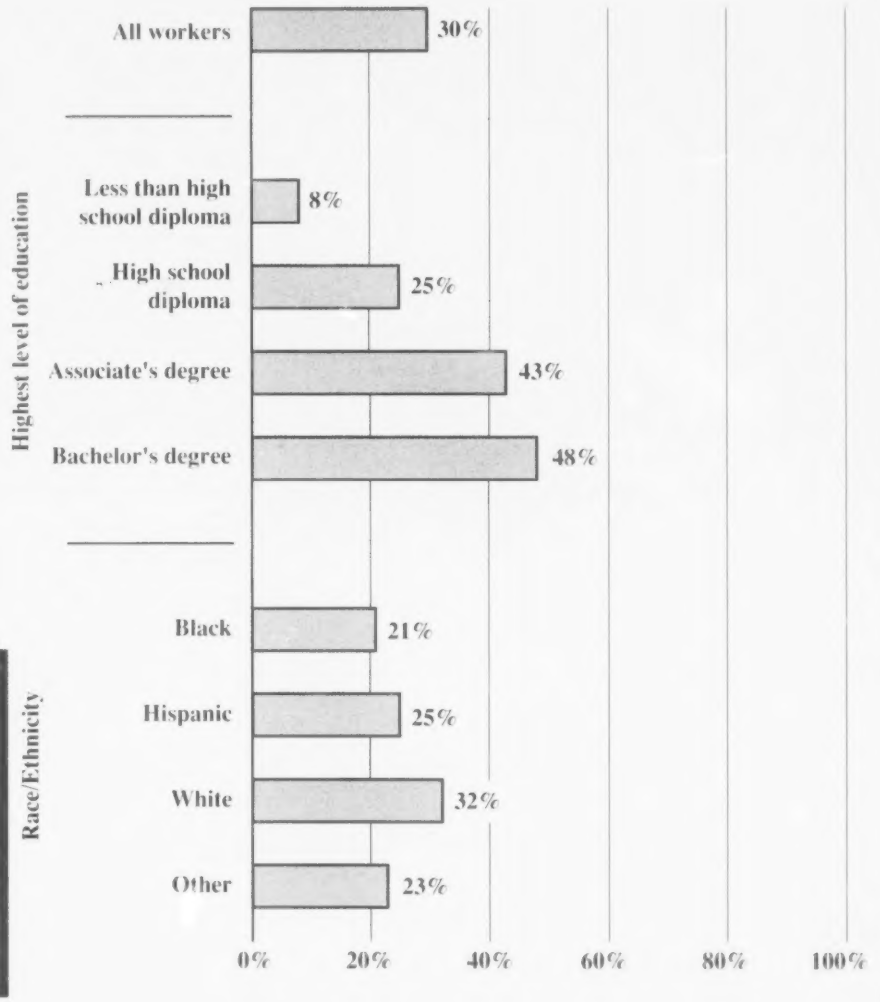
***Almost two-thirds of all adults believed that they were prevented from taking adult education courses during 1990-91.***

Source: National Center for Education Statistics, 1991

**Exhibit 57**

## Employer Support for Adult Education

Percent of all workers[1] 17 years and older who reported receiving any type of employer support for adult education during the previous 12 months, 1991




[1]All employed adults excluding those participating exclusively in full-time educational programs.

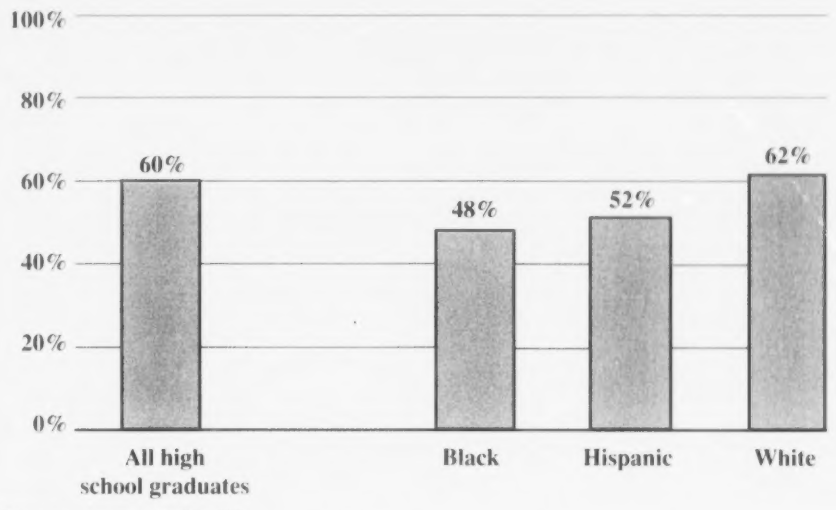
Source: National Center for Education Statistics, 1991

***During 1990-91, three out of every ten workers received some type of support from their employers, such as time off from work or payment toward fees or tuition, so that they could participate in adult education courses.***

**Exhibit 58**

## College Enrollment

Percent[1] of high school graduates who enrolled in two- or four-year colleges[2] immediately after graduation, 1989




[1]Three-year averages (1988-1990).
[2]Includes junior colleges, community colleges, colleges, and universities.

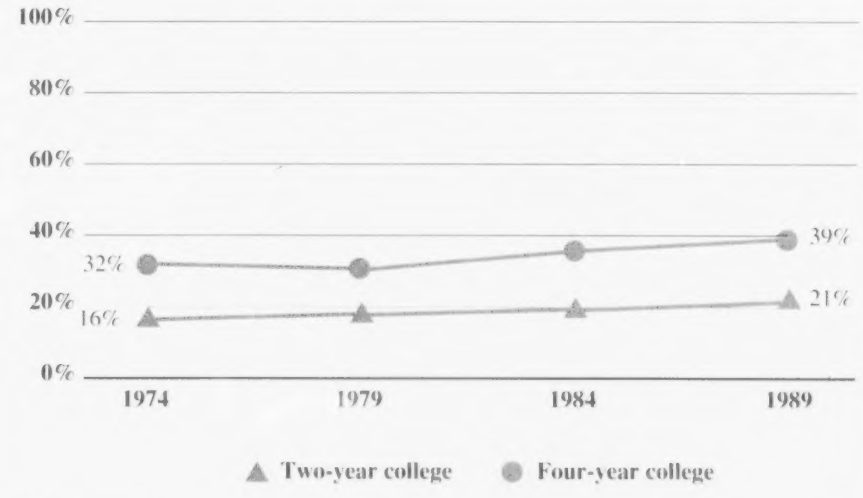
***Six out of ten 1989 high school graduates enrolled in either two- or four-year colleges immediately after graduation.***

Sources: Bureau of the Census and National Center for Education Statistics, 1991

**Exhibit 59**

## Trends in College Enrollment

Percent[1] of high school graduates who enrolled in college[2] immediately after graduation, 1974 to 1989




[1]Three-year averages.
[2]Includes junior colleges, community colleges, colleges, and universities.

**Combined Enrollment in Two- and Four-Year Colleges**

| | 1974[1] | 1989[1] | Change |
|---|---|---|---|
| All students | 49% | 60% | +11 |
| Black | 40% | 48% | +8 |
| Hispanic | 53% | 52% | -1 |
| White | 49% | 62% | +13 |

[1]Three-year averages, 1973-1975 and 1988-1990.

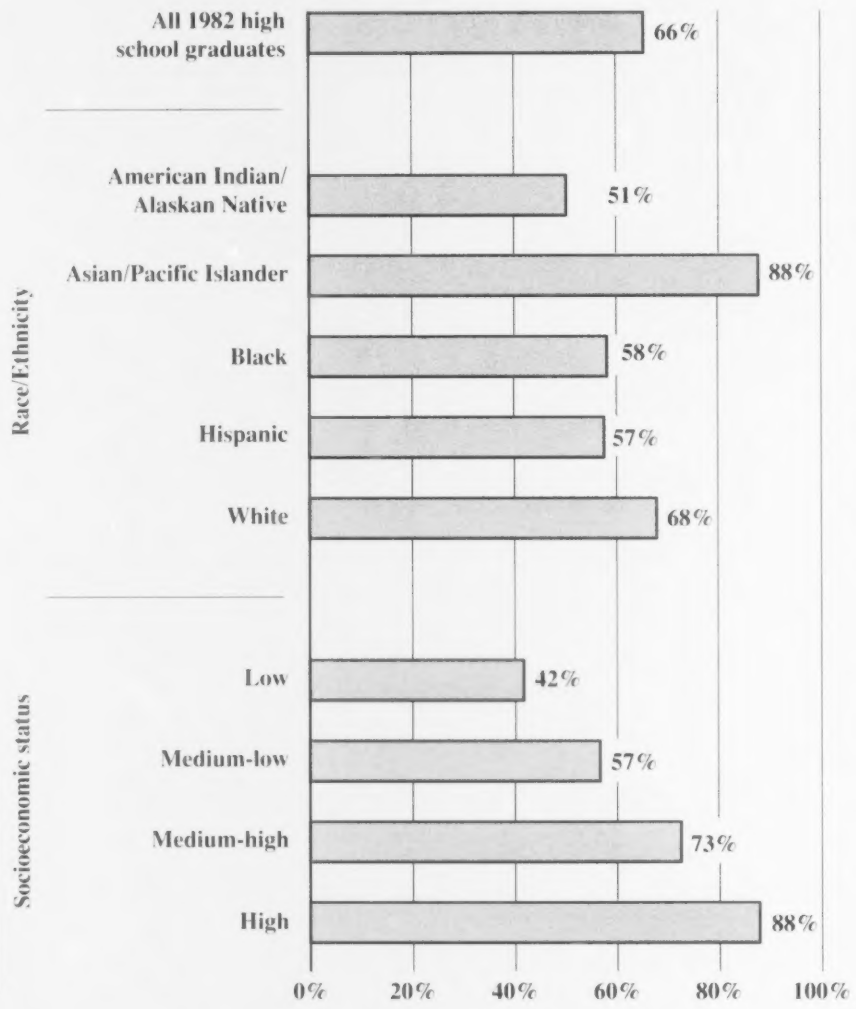
***Enrollments immediately following high school in both two- and four-year colleges increased between 1974 and 1989.***

Sources: Bureau of the Census and National Center for Education Statistics, 1991

**Exhibit 60**

## Enrollment in Postsecondary Education

Percent of 1982 high school graduates who enrolled in postsecondary[1] education by 1986




[1]Includes programs of an academic, vocational, and continuing professional education purpose.

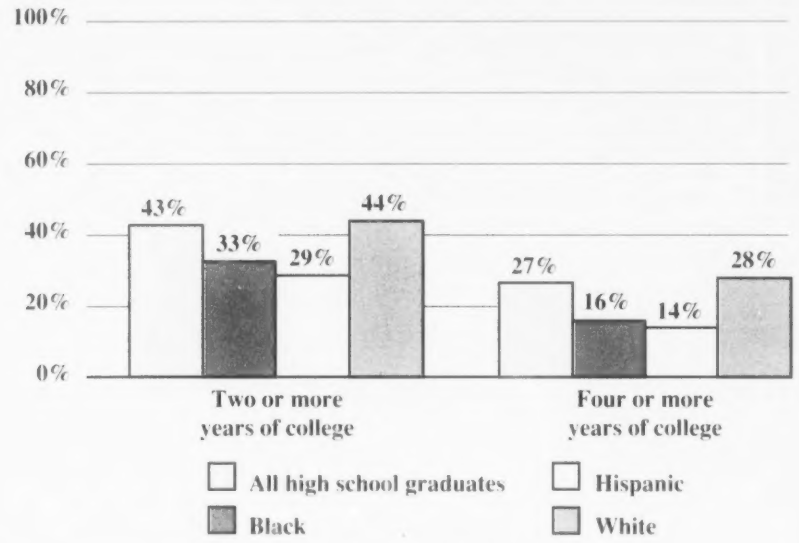
Source: National Center for Education Statistics, 1988

***Within four years of completing high school, two-thirds of all 1982 high school graduates had enrolled in post-secondary education.***

**Exhibit 61**

## College Completion

Percent of high school graduates aged 25-29 who have completed two or more years of college and four or more years of college[1], 1990




[1]Includes junior colleges, community colleges, colleges, and universities.

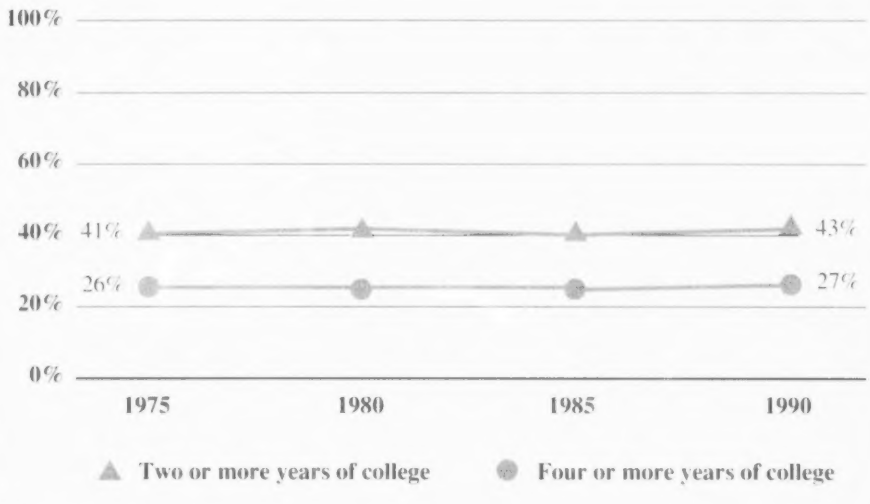
Sources: Bureau of the Census and National Center for Education Statistics, 1991

***In 1990, more than four out of every ten high school graduates had completed two or more years of college, while nearly three out of ten had completed four or more years of college.***

**Exhibit 62**

## Trends in College Completion

Percent of high school graduates aged 25-29 who have completed two or more years of college and four or more years of college[1], 1975 to 1990




[1]Includes junior colleges, community colleges, colleges, and universities.

Sources: Bureau of the Census and National Center for Education Statistics, 1991

**Two or More Years of College**

| | 1975 | 1990 | Change |
|---|---|---|---|
| All students | 41% | 43% | +2 |
| Black | 30% | 33% | +3 |
| Hispanic | 29% | 29% | = |
| White | 41% | 44% | +3 |

**Four or More Years of College**

| | 1975 | 1990 | Change |
|---|---|---|---|
| All students | 26% | 27% | +1 |
| Black | 15% | 16% | +1 |
| Hispanic | 17% | 14% | -3 |
| White | 27% | 28% | +1 |

***Over the past fifteen years, the percent of high school graduates completing college has remained fairly steady. The rate of completion remains substantially higher for White students than for Blacks and Hispanics.***

# Goal 6: Safe, Disciplined, and Drug-free Schools

**By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

## Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

# Goal 6: Safe, Disciplined, and Drug-free Schools

## Additional important points:

### Student Drug Use

- Since 1980, overall student drug use has declined noticeably. However, alcohol is still used by most 12th graders and is by far the most commonly used drug. Alcohol and marijuana use is substantially higher among White 12th graders than among Black or Hispanic 12th graders. (See Exhibits 63 and 64.)

- Although 78% of 1990 high school seniors disapproved of adults taking one or two drinks nearly every day, 32% reported having five or more drinks in a row within the previous two weeks.[13,14]

### Discipline in Schools

- In 1988, about one-third of all high school teachers felt that they had little or no disciplinary control over students in their classrooms. (See Exhibit 65.)

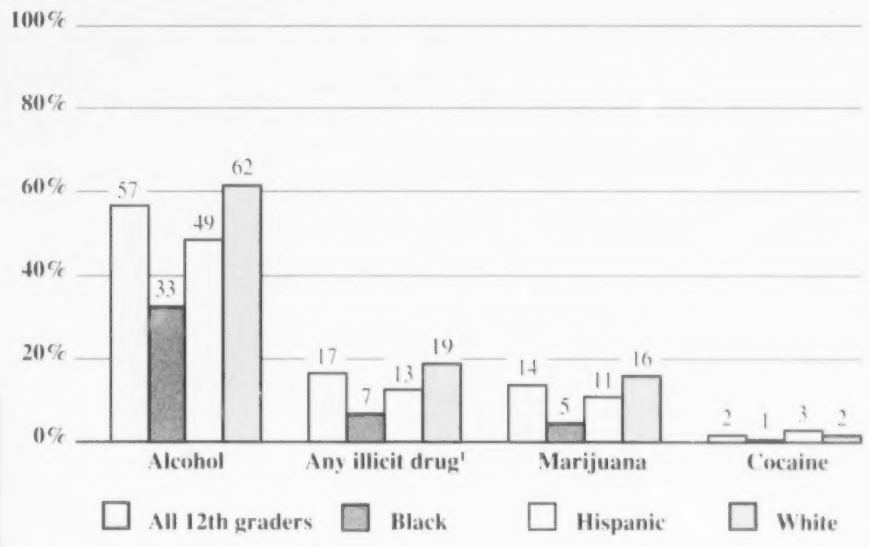
- In 1988, over 40% of high school teachers felt that the amount of student tardiness, class cutting, and student misbehavior in their schools interfered with their teaching. Eight out of ten teachers believed that their principal consistently enforced school rules, but only half felt that other teachers did so.[15]

- Skipping school and classes is a common practice among high school seniors. In 1990, 30% reported that they skipped school, and 33% reported that they skipped at least one class, during the previous month. Skipping school and classes was most common among Hispanics and least common among Blacks. (See Exhibit 66.)

**Exhibit 63**

## Student Drug Use

Percent of 12th graders who reported using the following during the previous thirty days, 1990




[1]Includes marijuana, hallucinogens, cocaine, heroin, stimulants, and tranquilizers; does not include alcohol.

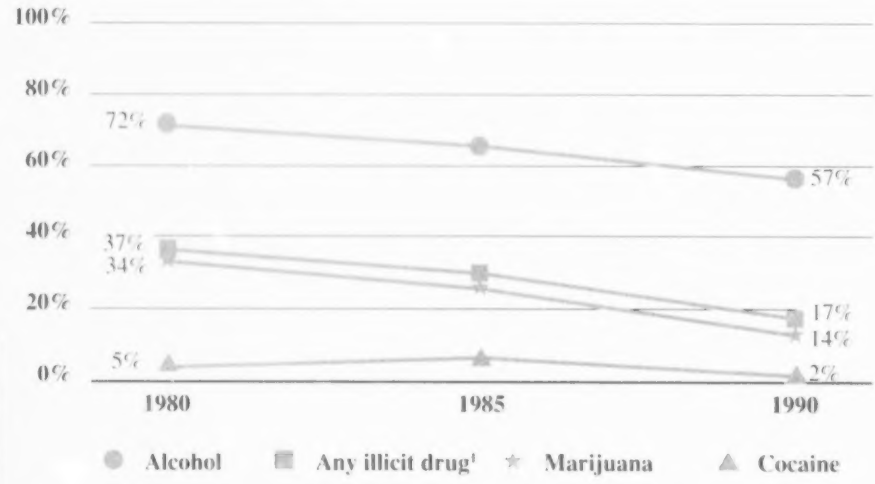
***Alcohol is used by more than half of all 12th graders and is by far the most commonly used drug.***

Source: University of Michigan, 1991

**Exhibit 64**

## Trends in Student Drug Use

Percent of 12th graders who reported using the following during the previous thirty days, 1980 to 1990




[1]Includes marijuana, hallucinogens, cocaine, heroin, stimulants, and tranquilizers; does not include alcohol.

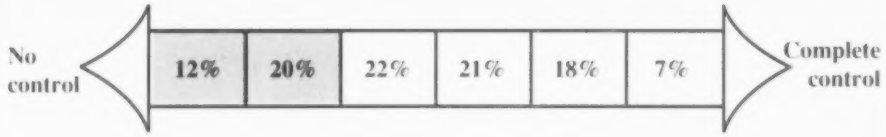
***Since 1980, drug and alcohol use by high school seniors has declined noticeably.***

Source: University of Michigan, 1991

**Exhibit 65**

## Teacher Disciplinary Control over Classrooms

Percent of all high school teachers who indicated varying levels of disciplinary control over students in their classrooms, 1988



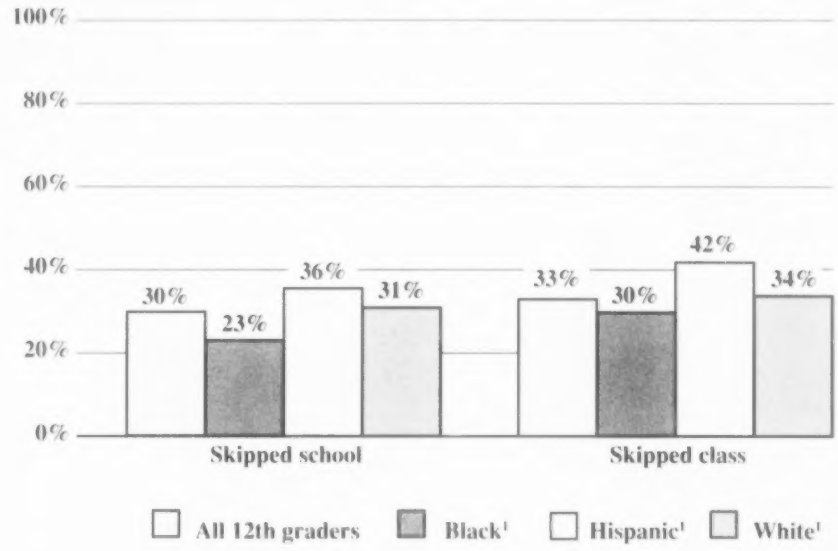

Source: National Center for Education Statistics, 1991

***In 1988, about one-third of all high school teachers felt that they had little or no disciplinary control over students in their classrooms.***

**Exhibit 66**

## Skipping School and Classes

Percent of 12th graders who reported doing the following during the previous thirty days, 1990




[1]Three-year averages (1988-90) reported for race/ethnic groups.

Source: University of Michigan, 1991

***Skipping school and classes is a common practice among high school seniors.***

# Part III:

# State Indicators on the Goals and Objectives

1991

# Alabama

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 9% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 51 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 26 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 21% |
| Verbal abuse of teachers | 64% |
| Robbery or theft | 73% |
| Vandalism of school property | 77% |

# Alabama

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 920 |
| b) between 3.3 and 5.5 pounds | 64 |
| c) below 3.3 pounds | 16 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 936 |
| b) first prenatal care during the 3rd trimester of pregnancy | 45 |
| c) no prenatal care | 19 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 54% |
| Basic | | 37% |
| Proficient | Goals Panel | 9% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 70% |
| Algebra II | 46% |
| Calculus | 6% |
| Biology | 95+% |
| Chemistry | 38% |
| Physics | 21% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 64%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 42%

3. Percent of public school 8th graders (1990):[28]

| | |
|---|---|
| a) who do these activities in mathematics class: | |
| work in small groups at least once a week | 34% |
| work with rulers, blocks, or geometric shapes at least once a week | 17% |
| write reports or do projects during the school year | 60% |
| b) whose mathematics teachers heavily emphasize: | |
| Algebra and functions | 41% |
| reasoning and analytic skill | 48% |
| communicating mathematics ideas | 43% |
| c) who have computers available in their mathematics classroom | 13% |
| d) who use calculators in class several times per week | 15% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

| | |
|---|---|
| a) Using the following at least once during the past 30 days: | |
| marijuana | 7% |
| cocaine | 2% |
| b) Having five or more drinks in a row during the past 30 days | 35% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 16% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 44% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 60% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 35%

# Alaska

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[15] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 75 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 45 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 19% |
| Verbal abuse of teachers | 75% |
| Robbery or theft | 73% |
| Vandalism of school property | 73% |

# Alaska

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 950
   - b) between 3.3 and 5.5 pounds — 39
   - c) below 3.3 pounds — 11
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 960
   - b) first prenatal care during the 3rd trimester of pregnancy — 33
   - c) no prenatal care — 7

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic —
   - Basic —
   - Proficient — } Goals Panel Standard for Competence
   - Advanced — }
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 1
   Number receiving grades of 3 or higher — <1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 2
   Number receiving scores of 3 or higher — 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 19%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week —
     - work with rulers, blocks, or geometric shapes at least once a week —
     - write reports or do projects during the school year —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions —
     - reasoning and analytic skill —
     - communicating mathematics ideas —
   - c) who have computers available in their mathematics classroom —
   - d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana —
     - cocaine —
   - b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 43%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 67%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 54%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 22%

* Sample size too small to permit reliable estimate.

# Arizona

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 50 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 31 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 23% |
| Verbal abuse of teachers | 71% |
| Robbery or theft | 75% |
| Vandalism of school property | 79% |

# Arizona

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 938
   - b) between 3.3 and 5.5 pounds — 52
   - c) below 3.3 pounds — 10
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 898
   - b) first prenatal care during the 3rd trimester of pregnancy — 74
   - c) no prenatal care — 28

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic —
   - Basic —
   - Proficient } Goals Panel —
   - Advanced } Standard for Competence —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 6
   Number receiving grades of 3 or higher — 4
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 1
   Number receiving grades of 3 or higher — 1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 55%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 27%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 61%
     - work with rulers, blocks, or geometric shapes at least once a week — 21%
     - write reports or do projects during the school year — 44%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 51%
     - reasoning and analytic skill — 43%
     - communicating mathematics ideas — 38%
   - c) who have computers available in their mathematics classroom — 22%
   - d) who use calculators in class several times per week — 22%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana —
     - cocaine —
   - b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 42%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 54%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 57%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 29%

# Arkansas

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 10% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 27 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 15 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 19% |
| Verbal abuse of teachers | 64% |
| Robbery or theft | 73% |
| Vandalism of school property | 78% |

# Arkansas

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 918
   - b) between 3.3 and 5.5 pounds — 69
   - c) below 3.3 pounds — 13
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 927
   - b) first prenatal care during the 3rd trimester of pregnancy — 57
   - c) no prenatal care — 16

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 49% |
| Basic | | 41% |
| Proficient | Goals Panel | 10% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 88% |
| Algebra II | 48% |
| Calculus | 5% |
| Biology | 95+% |
| Chemistry | 33% |
| Physics | 13% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — <1
   Number receiving grades of 3 or higher — <1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 44%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 33%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 33%
     - work with rulers, blocks, or geometric shapes at least once a week — 13%
     - write reports or do projects during the school year — 47%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 33%
     - reasoning and analytic skill — 36%
     - communicating mathematics ideas — 31%
   - c) who have computers available in their mathematics classroom — 16%
   - d) who use calculators in class several times per week — 18%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 38%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 42%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 62%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 26%

# California

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 14% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 99 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 63 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 27% |
| Verbal abuse of teachers | 73% |
| Robbery or theft | 76% |
| Vandalism of school property | 83% |

# California

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 940
   - b) between 3.3 and 5.5 pounds — 50
   - c) below 3.3 pounds — 10
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 939
   - b) first prenatal care during the 3rd trimester of pregnancy — 40
   - c) no prenatal care — 21

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 49% |
| Basic | | 37% |
| Proficient | Goals Panel | 13% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 92% |
| Algebra II | 44% |
| Calculus | 9% |
| Biology | 91% |
| Chemistry | 33% |
| Physics | 16% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 19
   Number receiving grades of 3 or higher — 14
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 3
   Number receiving grades of 3 or higher — 3

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 64%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 37%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 59%
     - work with rulers, blocks, or geometric shapes at least once a week — 35%
     - write reports or do projects during the school year — 55%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 46%
     - reasoning and analytic skill — 50%
     - communicating mathematics ideas — 41%
   - c) who have computers available in their mathematics classroom — 28%
   - d) who use calculators in class several times per week — 43%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 43%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 63%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 49%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 30%

# Colorado

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 18% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 97 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 62 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 22% |
| Verbal abuse of teachers | 80% |
| Robbery or theft | 78% |
| Vandalism of school property | 80% |

# Colorado

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 922
   - b) between 3.3 and 5.5 pounds — 68
   - c) below 3.3 pounds — 10
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 946
   - b) first prenatal care during the 3rd trimester of pregnancy — 41
   - c) no prenatal care — 13

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 34% |
| Basic | | 48% |
| Proficient | Goals Panel | 17% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 9
   Number receiving grades of 3 or higher — 6
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 27%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 69%
     - work with rulers, blocks, or geometric shapes at least once a week — 34%
     - write reports or do projects during the school year — 57%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 51%
     - reasoning and analytic skill — 50%
     - communicating mathematics ideas — 45%
   - c) who have computers available in their mathematics classroom — 16%
   - d) who use calculators in class several times per week — 46%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 16%
     - cocaine — 2%
   - b) Having five or more drinks in a row during the past 30 days — 38%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 44%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 61%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 43%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 26%

* Sample size too small to permit reliable estimate.

# Connecticut

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 23% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 94 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 65 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 27% |
| Verbal abuse of teachers | 74% |
| Robbery or theft | 69% |
| Vandalism of school property | 80% |

# Connecticut

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 933
   - b) between 3.3 and 5.5 pounds — 54
   - c) below 3.3 pounds — 13
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 960
   - b) first prenatal care during the 3rd trimester of pregnancy — 36
   - c) no prenatal care — 4

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 33% |
| Basic | | 44% |
| Proficient | Goals Panel | 21% |
| Advanced | Standard for Competence | 2% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 74% |
| Algebra II | 61% |
| Calculus | 14% |
| Biology | 95+% |
| Chemistry | 62% |
| Physics | 36% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991):[24] — 14
   Number receiving grades of 3 or higher — 10
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991):[25] — 2
   Number receiving grades of 3 or higher — 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988):[26] — 69%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988):[27] — 48%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 51%
     - work with rulers, blocks, or geometric shapes at least once a week — 26%
     - write reports or do projects during the school year — 59%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 48%
     - reasoning and analytic skill — 47%
     - communicating mathematics ideas — 41%
   - c) who have computers available in their mathematics classroom — 27%
   - d) who use calculators in class several times per week — 36%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 39%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 47%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 46%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988):[31] — 33%

# Delaware

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[1] | 16% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[2] | 84 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[3] | 62 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[4]

| | |
|---|---|
| Physical abuse of teachers | 22% |
| Verbal abuse of teachers | 76% |
| Robbery or theft | 69% |
| Vandalism of school property | 78% |

# Delaware

## Additional Important Information Related to the Goals and Objectives

### Goal 1: Readiness for School

1. Number of births (per 1,000 in 1988):[26]

| | |
|---|---|
| a) at or above 5.5 pounds | 926 |
| b) between 3.3 and 5.5 pounds | 58 |
| c) below 3.3 pounds | 16 |

2. Number of mothers (per 1,000 in 1988) receiving:[27]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 959 |
| b) first prenatal care during the 3rd trimester of pregnancy | 27 |
| c) no prenatal care | 14 |

### Goal 2: High School Completion

No comparable state data currently available

### Goal 3: Student Achievement and Citizenship

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[28]

| | | |
|---|---|---|
| Below Basic | | 46% |
| Basic | | 38% |
| Proficient | Goals Panel | 15% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[29]

| | |
|---|---|
| Algebra I | 73% |
| Algebra II | 43% |
| Calculus | 17% |
| Biology | 95+% |
| Chemistry | 48% |
| Physics | 19% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991):[30] 7
Number receiving grades of 3 or higher 5

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991):[30] <1
Number receiving grades of 3 or higher <1

### Goal 4: Science and Mathematics

1. Percent of all high school science teachers who hold a degree in science (1988):[31] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988):[31] *

3. Percent of public school 8th graders (1990):[32]

a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 43% |
| work with rulers, blocks, or geometric shapes at least once a week | 21% |
| write reports or do projects during the school year | 40% |

b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 39% |
| reasoning and analytic skill | 47% |
| communicating mathematics ideas | 37% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 13% |
| d) who use calculators in class several times per week | 28% |

### Goal 5: Adult Literacy and Lifelong Learning

No comparable state data currently available

### Goal 6: Safe, Disciplined, and Drug-free Schools

1. Percent of all high school students who reported (1990):[33]

a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[34]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 49% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 52% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 40% |

| | |
|---|---|
| 3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988):[35] | 30% |

* Sample size too small to permit reliable estimate.

# District of Columbia

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[1] | 3% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[2] | 189 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[2] | 122 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[3]

| | |
|---|---|
| Physical abuse of teachers | 25% |
| Verbal abuse of teachers | 79% |
| Robbery or theft | 57% |
| Vandalism of school property | 62% |

# District of Columbia

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[21]

| | |
|---|---|
| a) at or above 5.5 pounds | 857 |
| b) between 3.3 and 5.5 pounds | 106 |
| c) below 3.3 pounds | 37 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 889 |
| b) first prenatal care during the 3rd trimester of pregnancy | 57 |
| c) no prenatal care | 54 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 81% |
| Basic | | 16% |
| Proficient | Goals Panel | 2% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 65% |
| Algebra II | 39% |
| Calculus | 3% |
| Biology | 75% |
| Chemistry | 46% |
| Physics | 13% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 36
Number receiving grades of 3 or higher 26

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 6
Number receiving grades of 3 or higher 4

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 82% |
| work with rulers, blocks, or geometric shapes at least once a week | 43% |
| write reports or do projects during the school year | 82% |

b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 46% |
| reasoning and analytic skill | 65% |
| communicating mathematics ideas | 63% |

c) who have computers available in their mathematics classroom 18%

d) who use calculators in class several times per week 40%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 3% |
| cocaine | 1% |

b) Having five or more drinks in a row during the past 30 days 17%

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 37% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 61% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 57% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 11%

* Sample size too small to permit reliable estimate.

# Florida

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 13% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 115 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 60 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 34% |
| Verbal abuse of teachers | 80% |
| Robbery or theft | 76% |
| Vandalism of school property | 82% |

# Florida

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 923
   - b) between 3.3 and 5.5 pounds — 63
   - c) below 3.3 pounds — 14
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 918
   - b) first prenatal care during the 3rd trimester of pregnancy — 50
   - c) no prenatal care — 32

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 51% |
| Basic | | 36% |
| Proficient | Goals Panel | 13% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 78% |
| Algebra II | 42% |
| Calculus | 9% |
| Biology | 95+% |
| Chemistry | 44% |
| Physics | 19% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 13
   Number receiving grades of 3 or higher — 10
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 6
   Number receiving grades of 3 or higher — 4

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 53%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 24%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 48%
     - work with rulers, blocks, or geometric shapes at least once a week — 21%
     - write reports or do projects during the school year — 52%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 42%
     - reasoning and analytic skill — 46%
     - communicating mathematics ideas — 43%
   - c) who have computers available in their mathematics classroom — 19%
   - d) who use calculators in class several times per week — 21%

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 45%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 56%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 46%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 37%

# Georgia

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 15% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 66 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 44 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 25% |
| Verbal abuse of teachers | 75% |
| Robbery or theft | 74% |
| Vandalism of school property | 79% |

# Georgia

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 916
   - b) between 3.3 and 5.5 pounds — 68
   - c) below 3.3 pounds — 16
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 931
   - b) first prenatal care during the 3rd trimester of pregnancy — 43
   - c) no prenatal care — 26

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 47% |
| Basic | | 38% |
| Proficient | Goals Panel | 14% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 2
   Number receiving grades of 3 or higher — 1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 1
   Number receiving grades of 3 or higher — 1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 65%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 50%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 56%
     - work with rulers, blocks, or geometric shapes at least once a week — 26%
     - write reports or do projects during the school year — 62%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 47%
     - reasoning and analytic skill — 50%
     - communicating mathematics ideas — 52%
   - c) who have computers available in their mathematics classroom — 28%
   - d) who use calculators in class several times per week — 31%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 9%
     - cocaine — 1%
   - b) Having five or more drinks in a row during the past 30 days — 31%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 41%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 42%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 56%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 42%

# Hawaii

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 13% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 95 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 72 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 27% |
| Verbal abuse of teachers | 67% |
| Robbery or theft | 77% |
| Vandalism of school property | 86% |

# Hawaii

## Additional Important Information Related to the Goals and Objectives

### Goal 1: Readiness for School

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 931 |
| b) between 3.3 and 5.5 pounds | 59 |
| c) below 3.3 pounds | 10 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 946 |
| b) first prenatal care during the 3rd trimester of pregnancy | 46 |
| c) no prenatal care | 8 |

### Goal 2: High School Completion

**No comparable state data currently available**

### Goal 3: Student Achievement and Citizenship

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 56% |
| Basic | | 31% |
| Proficient | Goals Panel | 12% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 52% |
| Algebra II | 33% |
| Calculus | 4% |
| Biology | 88% |
| Chemistry | 40% |
| Physics | 21% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 3
   Number receiving grades of 3 or higher 2

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 2
   Number receiving grades of 3 or higher 1

### Goal 4: Science and Mathematics

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 34% |
| work with rulers, blocks, or geometric shapes at least once a week | 16% |
| write reports or do projects during the school year | 47% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 29% |
| reasoning and analytic skill | 42% |
| communicating mathematics ideas | 34% |

   c) who have computers available in their mathematics classroom 10%

   d) who use calculators in class several times per week 11%

### Goal 5: Adult Literacy and Lifelong Learning

**No comparable state data currently available**

### Goal 6: Safe, Disciplined, and Drug-free Schools

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

   b) Having five or more drinks in a row during the past 30 days —

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 53% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 50% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 48% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 30%

* Sample size too small to permit reliable estimate.

# Idaho

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 20% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 38 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 25 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 18% |
| Verbal abuse of teachers | 77% |
| Robbery or theft | 84% |
| Vandalism of school property | 86% |

# Idaho

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 949
   - b) between 3.3 and 5.5 pounds — 43
   - c) below 3.3 pounds — 8
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 944
   - b) first prenatal care during the 3rd trimester of pregnancy — 50
   - c) no prenatal care — 6

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 26% |
| Basic | | 54% |
| Proficient | Goals Panel | 19% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 95+% |
| Algebra II | 64% |
| Calculus | 6% |
| Biology | 80% |
| Chemistry | 26% |
| Physics | 15% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — <1
   Number receiving grades of 3 or higher — <1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — *
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 55%
     - work with rulers, blocks, or geometric shapes at least once a week — 20%
     - write reports or do projects during the school year — 47%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 56%
     - reasoning and analytic skill — 39%
     - communicating mathematics ideas — 41%
   - c) who have computers available in their mathematics classroom — 11%
   - d) who use calculators in class several times per week — 38%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 40%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 51%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 50%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 25%

* Sample size too small to permit reliable estimate.

# Illinois

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 70 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 48 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 30% |
| Verbal abuse of teachers | 80% |
| Robbery or theft | 80% |
| Vandalism of school property | 83% |

# Illinois

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 925
   - b) between 3.3 and 5.5 pounds — 61
   - c) below 3.3 pounds — 14
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 949
   - b) first prenatal care during the 3rd trimester of pregnancy — 34
   - c) no prenatal care — 17

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic — —
   - Basic — —
   - Proficient } Goals Panel — {
   - Advanced } Standard for Competence — —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I — 77%
   - Algebra II — 39%
   - Calculus — 9%
   - Biology — 78%
   - Chemistry — 40%
   - Physics — 20%
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 6
   Number receiving grades of 3 or higher — 5
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 61%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 55%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 45%
     - work with rulers, blocks, or geometric shapes at least once a week — 26%
     - write reports or do projects during the school year — 55%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 55%
     - reasoning and analytic skill — 48%
     - communicating mathematics ideas — 35%
   - c) who have computers available in their mathematics classroom — 23%
   - d) who use calculators in class several times per week — 35%

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 45%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 56%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 45%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 34%

# Indiana

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 18% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 45 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 18 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 21% |
| Verbal abuse of teachers | 75% |
| Robbery or theft | 80% |
| Vandalism of school property | 83% |

# Indiana

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 934 |
| b) between 3.3 and 5.5 pounds | 54 |
| c) below 3.3 pounds | 12 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 950 |
| b) first prenatal care during the 3rd trimester of pregnancy | 35 |
| c) no prenatal care | 15 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 35% |
| Basic | | 47% |
| Proficient | Goals Panel | 17% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 60% |
| Algebra II | 45% |
| Calculus | 8% |
| Biology | 95+% |
| Chemistry | 42% |
| Physics | 19% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 1
   Number receiving grades of 3 or higher — <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 61%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 38%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 39% |
| work with rulers, blocks, or geometric shapes at least once a week | 11% |
| write reports or do projects during the school year | 46% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 45% |
| reasoning and analytic skill | 35% |
| communicating mathematics ideas | 35% |

   c) who have computers available in their mathematics classroom — 14%

   d) who use calculators in class several times per week — 13%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

   b) Having five or more drinks in a row during the past 30 days — —

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 37% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 49% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 49% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 31%

# Iowa

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 27 |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 22 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 16 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 14% |
| Verbal abuse of teachers | 72% |
| Robbery or theft | 76% |
| Vandalism of school property | 82% |

# Iowa

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 946 |
| b) between 3.3 and 5.5 pounds | 46 |
| c) below 3.3 pounds | 8 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 975 |
| b) first prenatal care during the 3rd trimester of pregnancy | 20 |
| c) no prenatal care | 5 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 20 |
| Basic | | 53 |
| Proficient | Goals Panel | 25 |
| Advanced | Standard for Competence | 2 |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 92% |
| Algebra II | 50% |
| Calculus | 9% |
| Biology | 95+% |
| Chemistry | 57% |
| Physics | 27% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] <1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 67%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 46%

3. Percent of public school 8th graders (1990):[28]

| | |
|---|---|
| a) who do these activities in mathematics class: | |
| work in small groups at least once a week | 48% |
| work with rulers, blocks, or geometric shapes at least once a week | 20% |
| write reports or do projects during the school year | 47% |
| b) whose mathematics teachers heavily emphasize: | |
| Algebra and functions | 49% |
| reasoning and analytic skill | 38% |
| communicating mathematics ideas | 28% |
| c) who have computers available in their mathematics classroom | 23% |
| d) who use calculators in class several times per week | 40% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

| | |
|---|---|
| a) Using the following at least once during the past 30 days: | |
| marijuana | — |
| cocaine | — |
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 37% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 51% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 50% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 31%

# Kansas

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 31 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 19 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 15% |
| Verbal abuse of teachers | 78% |
| Robbery or theft | 74% |
| Vandalism of school property | 79% |

# Kansas

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 939
   - b) between 3.3 and 5.5 pounds — 50
   - c) below 3.3 pounds — 11
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 962
   - b) first prenatal care during the 3rd trimester of pregnancy — 30
   - c) no prenatal care — 8

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 66% |
| Algebra II | 47% |
| Calculus | 9% |
| Biology | 95+% |
| Chemistry | 45% |
| Physics | 17% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 1
   Number receiving grades of 3 or higher — <1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 49%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 46%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — —
     - work with rulers, blocks, or geometric shapes at least once a week — —
     - write reports or do projects during the school year — —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — —
     - reasoning and analytic skill — —
     - communicating mathematics ideas — —
   - c) who have computers available in their mathematics classroom — —
   - d) who use calculators in class several times per week — —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 7%
     - cocaine — 4%
   - b) Having five or more drinks in a row during the past 30 days — 41%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 38%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 52%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 51%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 27%

# Kentucky

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 11% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 51 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 26 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 20% |
| Verbal abuse of teachers | 78% |
| Robbery or theft | 76% |
| Vandalism of school property | 80% |

# Kentucky

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 933
   - b) between 3.3 and 5.5 pounds — 55
   - c) below 3.3 pounds — 12
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 949
   - b) first prenatal care during the 3rd trimester of pregnancy — 35
   - c) no prenatal care — 16

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 49% |
| Basic | | 40% |
| Proficient | Goals Panel | 11% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 81% |
| Algebra II | 54% |
| Calculus | 6% |
| Biology | 95+% |
| Chemistry | 45% |
| Physics | 14% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 4
   Number receiving grades of 3 or higher — 1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 61%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 64%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 42%
     - work with rulers, blocks, or geometric shapes at least once a week — 19%
     - write reports or do projects during the school year — 61%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 46%
     - reasoning and analytic skill — 44%
     - communicating mathematics ideas — 44%
   - c) who have computers available in their mathematics classroom — 15%
   - d) who use calculators in class several times per week — 19%

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 14%
     - cocaine — 2%
   - b) Having five or more drinks in a row during the past 30 days — 35%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 42%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 48%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 49%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 27%

# Louisiana

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 5% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 27 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 15 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 18% |
| Verbal abuse of teachers | 66% |
| Robbery or theft | 70% |
| Vandalism of school property | 76% |

# Louisiana

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 912 |
| b) between 3.3 and 5.5 pounds | 72 |
| c) below 3.3 pounds | 16 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 931 |
| b) first prenatal care during the 3rd trimester of pregnancy | 47 |
| c) no prenatal care | 22 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 63% |
| Basic | | 32% |
| Proficient | Goals Panel | 5% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 95+% |
| Algebra II | 64% |
| Calculus | 4% |
| Biology | 90% |
| Chemistry | 50% |
| Physics | 21% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 2
   Number receiving grades of 3 or higher — 1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 35%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 20%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 45% |
| work with rulers, blocks, or geometric shapes at least once a week | 15% |
| write reports or do projects during the school year | 42% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 59% |
| reasoning and analytic skill | 38% |
| communicating mathematics ideas | 40% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 11% |
| d) who use calculators in class several times per week | 13% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 36% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 38% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 62% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 37%

# Maine

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 55 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 34 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 17% |
| Verbal abuse of teachers | 73% |
| Robbery or theft | 62% |
| Vandalism of school property | 78% |

# Maine

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 951
   - b) between 3.3 and 5.5 pounds — 42
   - c) below 3.3 pounds — 7
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 972
   - b) first prenatal care during the 3rd trimester of pregnancy — 25
   - c) no prenatal care — 3

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic — —
   - Basic — —
   - Proficient } Goals Panel — {
   - Advanced } Standard for Competence — —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I — 84%
   - Algebra II — 64%
   - Calculus — —
   - Biology — 94%
   - Chemistry — 58%
   - Physics — —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 3
   Number receiving grades of 3 or higher — 2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 23%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — —
     - work with rulers, blocks, or geometric shapes at least once a week — —
     - write reports or do projects during the school year — —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — —
     - reasoning and analytic skill — —
     - communicating mathematics ideas — —
   - c) who have computers available in their mathematics classroom — —
   - d) who use calculators in class several times per week — —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 37%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 51%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 50%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 25%

* Sample size too small to permit reliable estimate.

# Maryland

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 17% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 105 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 72 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 23% |
| Verbal abuse of teachers | 71% |
| Robbery or theft | 77% |
| Vandalism of school property | 78% |

# Maryland

## Additional Important Information Related to the Goals and Objectives

### Goal 1: Readiness for School

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 919 |
| b) between 3.3 and 5.5 pounds | 63 |
| c) below 3.3 pounds | 18 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 958 |
| b) first prenatal care during the 3rd trimester of pregnancy | 27 |
| c) no prenatal care | 15 |

### Goal 2: High School Completion

No comparable state data currently available

### Goal 3: Student Achievement and Citizenship

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 44% |
| Basic | | 39% |
| Proficient | Goals Panel | 16% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 94% |
| Algebra II | 51% |
| Calculus | 13% |
| Biology | 95+% |
| Chemistry | 61% |
| Physics | 27% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 11
   Number receiving grades of 3 or higher 8

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 2
   Number receiving grades of 3 or higher 2

### Goal 4: Science and Mathematics

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 42%

3. Percent of public school 8th graders (1990):[28]

| | |
|---|---|
| a) who do these activities in mathematics class: | |
| work in small groups at least once a week | 56% |
| work with rulers, blocks, or geometric shapes at least once a week | 22% |
| write reports or do projects during the school year | 57% |
| b) whose mathematics teachers heavily emphasize: | |
| Algebra and functions | 51% |
| reasoning and analytic skill | 53% |
| communicating mathematics ideas | 48% |
| c) who have computers available in their mathematics classroom | 16% |
| d) who use calculators in class several times per week | 25% |

### Goal 5: Adult Literacy and Lifelong Learning

No comparable state data currently available

### Goal 6: Safe, Disciplined, and Drug-free Schools

1. Percent of all high school students who reported (1990):[29]

| | |
|---|---|
| a) Using the following at least once during the past 30 days: | |
| marijuana | — |
| cocaine | — |
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 39% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 48% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 58% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 28%

* Sample size too small to permit reliable estimate.

# Massachusetts

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[1] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[1] | 93 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[1] | 66 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[1] —

| | |
|---|---|
| Physical abuse of teachers | 23% |
| Verbal abuse of teachers | 73% |
| Robbery or theft | 71% |
| Vandalism of school property | 81% |

# Massachusetts

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 940
   - b) between 3.3 and 5.5 pounds — 49
   - c) below 3.3 pounds — 11
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 969
   - b) first prenatal care during the 3rd trimester of pregnancy — 25
   - c) no prenatal care — 6

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic —
   - Basic —
   - Proficient } Goals Panel —
   - Advanced } Standard for Competence —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 11
   - Number receiving grades of 3 or higher — 9
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 2
   - Number receiving grades of 3 or higher — 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 62%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 43%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week —
     - work with rulers, blocks, or geometric shapes at least once a week —
     - write reports or do projects during the school year —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions —
     - reasoning and analytic skill —
     - communicating mathematics ideas —
   - c) who have computers available in their mathematics classroom —
   - d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 17%
     - cocaine — 2%
   - b) Having five or more drinks in a row during the past 30 days — 38%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 40%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 49%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 46%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 34%

# Michigan

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 17% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 57 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 36 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 26% |
| Verbal abuse of teachers | 76% |
| Robbery or theft | 77% |
| Vandalism of school property | 80% |

# Michigan

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 927 |
| b) between 3.3 and 5.5 pounds | 59 |
| c) below 3.3 pounds | 14 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 963 |
| b) first prenatal care during the 3rd trimester of pregnancy | 25 |
| c) no prenatal care | 12 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 39% |
| Basic | | 44% |
| Proficient | Goals Panel | 16% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 4
   Number receiving grades of 3 or higher 2

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 66%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 46%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 44% |
| work with rulers, blocks, or geometric shapes at least once a week | 28% |
| write reports or do projects during the school year | 42% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 47% |
| reasoning and analytic skill | 43% |
| communicating mathematics ideas | 35% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 20% |
| d) who use calculators in class several times per week | 34% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 43% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 54% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 50% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 28%

# Minnesota

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 25% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 27 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 18 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 18% |
| Verbal abuse of teachers | 73% |
| Robbery or theft | 81% |
| Vandalism of school property | 86% |

# Minnesota

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 950
   - b) between 3.3 and 5.5 pounds — 41
   - c) below 3.3 pounds — 9
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 956
   - b) first prenatal care during the 3rd trimester of pregnancy — 33
   - c) no prenatal care — 11

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 23% |
| Basic | | 52% |
| Proficient | Goals Panel | 23% |
| Advanced | Standard for Competence | 2% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 90% |
| Algebra II | 55% |
| Calculus | 12% |
| Biology | 95+% |
| Chemistry | 44% |
| Physics | 23% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 2
   Number receiving grades of 3 or higher — 1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 73%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 46%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 43%
     - work with rulers, blocks, or geometric shapes at least once a week — 19%
     - write reports or do projects during the school year — 42%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 50%
     - reasoning and analytic skill — 36%
     - communicating mathematics ideas — 29%
   - c) who have computers available in their mathematics classroom — 23%
   - d) who use calculators in class several times per week — 48%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 39%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 51%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 49%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 20%

# Mississippi

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 32 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 16 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 25% |
| Verbal abuse of teachers | 69% |
| Robbery or theft | 71% |
| Vandalism of school property | 80% |

# Mississippi

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 913 |
| b) between 3.3 and 5.5 pounds | 72 |
| c) below 3.3 pounds | 15 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 960 |
| b) first prenatal care during the 3rd trimester of pregnancy | 30 |
| c) no prenatal care | 10 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 85% |
| Algebra II | 58% |
| Calculus | 3% |
| Biology | 95+% |
| Chemistry | 55% |
| Physics | 17% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] <1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 50%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | — |
| work with rulers, blocks, or geometric shapes at least once a week | — |
| write reports or do projects during the school year | — |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | — |
| reasoning and analytic skill | — |
| communicating mathematics ideas | — |

   c) who have computers available in their mathematics classroom —

   d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 11% |
| cocaine | 2% |

   b) Having five or more drinks in a row during the past 30 days 37%

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 41% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 40% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 66% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 29%

* Sample size too small to permit reliable estimate.

# Missouri

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 28 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 21 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 20% |
| Verbal abuse of teachers | 77% |
| Robbery or theft | 79% |
| Vandalism of school property | 84% |

# Missouri

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 932 |
| b) between 3.3 and 5.5 pounds | 56 |
| c) below 3.3 pounds | 12 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 956 |
| b) first prenatal care during the 3rd trimester of pregnancy | 32 |
| c) no prenatal care | 12 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 95% |
| Algebra II | 58% |
| Calculus | 8% |
| Biology | 86% |
| Chemistry | 41% |
| Physics | 16% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 2
   Number receiving grades of 3 or higher 1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 74%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 38%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | — |
| work with rulers, blocks, or geometric shapes at least once a week | — |
| write reports or do projects during the school year | — |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | — |
| reasoning and analytic skill | — |
| communicating mathematics ideas | — |

   c) who have computers available in their mathematics classroom —

   d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

   b) Having five or more drinks in a row during the past 30 days —

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

   a) the level of student misbehavior in this school interferes with my teaching 41%

   b) the amount of student tardiness and class-cutting interferes with my teaching 50%

   c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes 45%

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 30%

# Montana

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 33 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[17] | 21 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 23% |
| Verbal abuse of teachers | 71% |
| Robbery or theft | 74% |
| Vandalism of school property | 78% |

# Montana

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 940 |
| b) between 3.3 and 5.5 pounds | 52 |
| c) below 3.3 pounds | 8 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 949 |
| b) first prenatal care during the 3rd trimester of pregnancy | 40 |
| c) no prenatal care | 11 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 94% |
| Algebra II | 65% |
| Calculus | 6% |
| Biology | 95+% |
| Chemistry | 48% |
| Physics | 24% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] <1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 2
   Number receiving grades of 3 or higher 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 20%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 60% |
| work with rulers, blocks, or geometric shapes at least once a week | 37% |
| write reports or do projects during the school year | 55% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 58% |
| reasoning and analytic skill | 45% |
| communicating mathematics ideas | 33% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 26% |
| d) who use calculators in class several times per week | 60% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 46% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 57% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 45% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 28%

* Sample size too small to permit reliable estimate.

# Nebraska

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 27% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 34 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 22 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 19% |
| Verbal abuse of teachers | 75% |
| Robbery or theft | 67% |
| Vandalism of school property | 74% |

# Nebraska

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 945
   - b) between 3.3 and 5.5 pounds — 46
   - c) below 3.3 pounds — 9
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 967
   - b) first prenatal care during the 3rd trimester of pregnancy — 27
   - c) no prenatal care — 6

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 23% |
| Basic | | 50% |
| Proficient | Goals Panel | 25% |
| Advanced | Standard for Competence | 2% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 75% |
| Algebra II | 54% |
| Calculus | 6% |
| Biology | 95+% |
| Chemistry | 46% |
| Physics | 21% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — <1
   Number receiving grades of 3 or higher — <1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 30%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 46%
     - work with rulers, blocks, or geometric shapes at least once a week — 29%
     - write reports or do projects during the school year — 59%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 51%
     - reasoning and analytic skill — 39%
     - communicating mathematics ideas — 31%
   - c) who have computers available in their mathematics classroom — 17%
   - d) who use calculators in class several times per week — 39%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 10%
     - cocaine — 2%
   - b) Having five or more drinks in a row during the past 30 days — 37%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 41%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 46%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 54%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 32%

* Sample size too small to permit reliable estimate.

# Nevada

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 62 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 29 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 42% |
| Verbal abuse of teachers | 91% |
| Robbery or theft | 88% |
| Vandalism of school property | 86% |

# Nevada

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 925
   - b) between 3.3 and 5.5 pounds — 63
   - c) below 3.3 pounds — 12
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 906
   - b) first prenatal care during the 3rd trimester of pregnancy — 57
   - c) no prenatal care — 37

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 90% |
| Algebra II | 32% |
| Calculus | 5% |
| Biology | 65% |
| Chemistry | 33% |
| Physics | 13% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 4
   Number receiving grades of 3 or higher — 3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — *
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — —
     - work with rulers, blocks, or geometric shapes at least once a week — —
     - write reports or do projects during the school year — —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — —
     - reasoning and analytic skill — —
     - communicating mathematics ideas — —
   - c) who have computers available in their mathematics classroom — —
   - d) who use calculators in class several times per week — —

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 49%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 71%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 35%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 35%

* Sample size too small to permit reliable estimate.

# New Hampshire

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 23% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 61 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 43 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 9% |
| Verbal abuse of teachers | 70% |
| Robbery or theft | 66% |
| Vandalism of school property | 78% |

# New Hampshire

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 952 |
| b) between 3.3 and 5.5 pounds | 40 |
| c) below 3.3 pounds | 8 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 970 |
| b) first prenatal care during the 3rd trimester of pregnancy | 23 |
| c) no prenatal care | 7 |

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 26% |
| Basic | | 51% |
| Proficient | Goals Panel | 22% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 5
   Number receiving grades of 3 or higher 4

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 57% |
| work with rulers, blocks, or geometric shapes at least once a week | 31% |
| write reports or do projects during the school year | 74% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 47% |
| reasoning and analytic skill | 45% |
| communicating mathematics ideas | 37% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 24% |
| d) who use calculators in class several times per week | 38% |

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 14% |
| cocaine | 3% |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | 37% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 36% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 51% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 41% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 31%

* Sample size too small to permit reliable estimate.

# New Jersey

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 23% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 95 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 66 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 29% |
| Verbal abuse of teachers | 82% |
| Robbery or theft | 79% |
| Vandalism of school property | 88% |

# New Jersey

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 930
   - b) between 3.3 and 5.5 pounds — 56
   - c) below 3.3 pounds — 14
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 946
   - b) first prenatal care during the 3rd trimester of pregnancy — 40
   - c) no prenatal care — 14

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 34% |
| Basic | | 43% |
| Proficient | Goals Panel | 21% |
| Advanced | Standard for Competence | 2% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 10
   Number receiving grades of 3 or higher — 7
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 2
   Number receiving grades of 3 or higher — 1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 72%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 55%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 44%
     - work with rulers, blocks, or geometric shapes at least once a week — 22%
     - write reports or do projects during the school year — 61%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 55%
     - reasoning and analytic skill — 49%
     - communicating mathematics ideas — 49%
   - c) who have computers available in their mathematics classroom — 19%
   - d) who use calculators in class several times per week — 9%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 50%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 46%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 44%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 46%

# New Mexico

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 10% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 59 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 34 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 32% |
| Verbal abuse of teachers | 76% |
| Robbery or theft | 79% |
| Vandalism of school property | 88% |

# New Mexico

## Additional Important Information Related to the Goals and Objectives

### Goal 1: Readiness for School

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 928 |
| b) between 3.3 and 5.5 pounds | 62 |
| c) below 3.3 pounds | 10 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 839 |
| b) first prenatal care during the 3rd trimester of pregnancy | 100 |
| c) no prenatal care | 61 |

### Goal 2: High School Completion

**No comparable state data currently available**

### Goal 3: Student Achievement and Citizenship

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 50% |
| Basic | | 40% |
| Proficient | Goals Panel | 10% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 95+% |
| Algebra II | 47% |
| Calculus | 8% |
| Biology | 95+% |
| Chemistry | 33% |
| Physics | 15% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 6
   Number receiving grades of 3 or higher 4

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 1
   Number receiving grades of 3 or higher <1

### Goal 4: Science and Mathematics

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 55%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 51% |
| work with rulers, blocks, or geometric shapes at least once a week | 19% |
| write reports or do projects during the school year | 47% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 53% |
| reasoning and analytic skill | 48% |
| communicating mathematics ideas | 40% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 12% |
| d) who use calculators in class several times per week | 19% |

### Goal 5: Adult Literacy and Lifelong Learning

**No comparable state data currently available**

### Goal 6: Safe, Disciplined, and Drug-free Schools

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 11% |
| cocaine | 3% |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | 45% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 39% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 60% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 48% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 40%

* Sample size too small to permit reliable estimate.

# New York

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 16% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 123 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 78 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 30% |
| Verbal abuse of teachers | 79% |
| Robbery or theft | 68% |
| Vandalism of school property | 79% |

# New York

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 922 |
| b) between 3.3 and 5.5 pounds | 63 |
| c) below 3.3 pounds | 15 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 931 |
| b) first prenatal care during the 3rd trimester of pregnancy | 47 |
| c) no prenatal care | 22 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 42% |
| Basic | | 42% |
| Proficient | Goals Panel | 15% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 69% |
| Algebra II | 46% |
| Calculus | 12% |
| Biology | 95+% |
| Chemistry | 56% |
| Physics | 28% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 13
Number receiving grades of 3 or higher 9

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 3
Number receiving grades of 3 or higher 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 65%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 50%

3. Percent of public school 8th graders (1990):[28]

a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 31% |
| work with rulers, blocks, or geometric shapes at least once a week | 13% |
| write reports or do projects during the school year | 50% |

b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 49% |
| reasoning and analytic skill | 41% |
| communicating mathematics ideas | 37% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 10% |
| d) who use calculators in class several times per week | 6% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 16% |
| cocaine | 2% |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | 42% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 42% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 53% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 48% |

| | |
|---|---|
| 3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] | 33% |

# North Carolina

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 9% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 73 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 45 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 27% |
| Verbal abuse of teachers | 84% |
| Robbery or theft | 84% |
| Vandalism of school property | 84% |

# North Carolina

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 920
   - b) between 3.3 and 5.5 pounds — 64
   - c) below 3.3 pounds — 16
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 944
   - b) first prenatal care during the 3rd trimester of pregnancy — 40
   - c) no prenatal care — 16

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 57% |
| Basic | | 34% |
| Proficient | Goals Panel | 9% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 67% |
| Algebra II | 51% |
| Calculus | 8% |
| Biology | 95+% |
| Chemistry | 47% |
| Physics | 15% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 3
   Number receiving grades of 3 or higher — 2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 59%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 25%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 45%
     - work with rulers, blocks, or geometric shapes at least once a week — 29%
     - write reports or do projects during the school year — 66%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 44%
     - reasoning and analytic skill — 46%
     - communicating mathematics ideas — 44%
   - c) who have computers available in their mathematics classroom — 21%
   - d) who use calculators in class several times per week — 15%

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 14%
     - cocaine — 2%
   - b) Having five or more drinks in a row during the past 30 days — 41%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 47%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 48%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 50%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 36%

# North Dakota

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 31% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 17 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 13 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 17% |
| Verbal abuse of teachers | 67% |
| Robbery or theft | 60% |
| Vandalism of school property | 68% |

# North Dakota

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 952 |
| b) between 3.3 and 5.5 pounds | 40 |
| c) below 3.3 pounds | 8 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 972 |
| b) first prenatal care during the 3rd trimester of pregnancy | 22 |
| c) no prenatal care | 6 |

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 15% |
| Basic | | 54% |
| Proficient | Goals Panel | 29% |
| Advanced | Standard for Competence | 2% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 95% |
| Algebra II | 64% |
| Calculus | 3% |
| Biology | 95+% |
| Chemistry | 54% |
| Physics | 24% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] <1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 38% |
| work with rulers, blocks, or geometric shapes at least once a week | 21% |
| write reports or do projects during the school year | 46% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 56% |
| reasoning and analytic skill | 33% |
| communicating mathematics ideas | 25% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 20% |
| d) who use calculators in class several times per week | 43% |

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | — |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 37% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 40% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 59% |

| | |
|---|---|
| 3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] | 24% |

* Sample size too small to permit reliable estimate.

# Ohio

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 16% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 45 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 30 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 25% |
| Verbal abuse of teachers | 81% |
| Robbery or theft | 74% |
| Vandalism of school property | 80% |

# Ohio

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 931 |
| b) between 3.3 and 5.5 pounds | 57 |
| c) below 3.3 pounds | 12 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 962 |
| b) first prenatal care during the 3rd trimester of pregnancy | 28 |
| c) no prenatal care | 10 |

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 40% |
| Basic | | 44% |
| Proficient | Goals Panel | 15% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 80% |
| Algebra II | 47% |
| Calculus | 8% |
| Biology | 95+% |
| Chemistry | 49% |
| Physics | 20% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 3
   Number receiving grades of 3 or higher 2

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 62%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 45%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 37% |
| work with rulers, blocks, or geometric shapes at least once a week | 14% |
| write reports or do projects during the school year | 55% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 50% |
| reasoning and analytic skill | 42% |
| communicating mathematics ideas | 36% |

   c) who have computers available in their mathematics classroom 20%

   d) who use calculators in class several times per week 25%

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

   b) Having five or more drinks in a row during the past 30 days —

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 40% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 40% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 50% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 30%

# Oklahoma

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 13% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 32 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 18 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 21% |
| Verbal abuse of teachers | 66% |
| Robbery or theft | 75% |
| Vandalism of school property | 79% |

# Oklahoma

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 935
   - b) between 3.3 and 5.5 pounds — 55
   - c) below 3.3 pounds — 10
2. Number of mothers (per 1,000 in 1988) received:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 937
   - b) first prenatal care during the 3rd trimester of pregnancy — 50
   - c) no prenatal care — 13

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 40% |
| Basic | | 47% |
| Proficient | Goals Panel | 13% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 95+% |
| Algebra II | 60% |
| Calculus | 8% |
| Biology | 93% |
| Chemistry | 37% |
| Physics | 10% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 1
   Number receiving grades of 3 or higher — 1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 57%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 31%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 44%
     - work with rulers, blocks, or geometric shapes at least once a week — 18%
     - write reports or do projects during the school year — 47%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 55%
     - reasoning and analytic skill — 41%
     - communicating mathematics ideas — 40%
   - c) who have computers available in their mathematics classroom — 13%
   - d) who use calculators in class several times per week — 17%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 14%
     - cocaine — 3%
   - b) Having five or more drinks in a row during the past 30 days — 47%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 40%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 48%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 57%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 29%

# Oregon

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 23% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 52 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 35 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 19% |
| Verbal abuse of teachers | 76% |
| Robbery or theft | 83% |
| Vandalism of school property | 85% |

# Oregon

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 948
   - b) between 3.3 and 5.5 pounds — 44
   - c) below 3.3 pounds — 8
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 936
   - b) first prenatal care during the 3rd trimester of pregnancy — 50
   - c) no prenatal care — 14

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 30% |
| Basic | | 47% |
| Proficient | Goals Panel | 22% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 3
   Number receiving grades of 3 or higher — 2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 65%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 29%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 70%
     - work with rulers, blocks, or geometric shapes at least once a week — 36%
     - write reports or do projects during the school year — 45%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 43%
     - reasoning and analytic skill — 49%
     - communicating mathematics ideas — 36%
   - c) who have computers available in their mathematics classroom — 23%
   - d) who use calculators in class several times per week — 53%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 14%
     - cocaine — 3%
   - b) Having five or more drinks in a row during the past 30 days — 31%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 43%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 52%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 46%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 28%

# Pennsylvania

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 19% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 58 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 37 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 25% |
| Verbal abuse of teachers | 75% |
| Robbery or theft | 71% |
| Vandalism of school property | 80% |

# Pennsylvania

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 931 |
| b) between 3.3 and 5.5 pounds | 56 |
| c) below 3.3 pounds | 13 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 943 |
| b) first prenatal care during the 3rd trimester of pregnancy | 38 |
| c) no prenatal care | 19 |

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 36% |
| Basic | | 45% |
| Proficient | Goals Panel | 18% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 88% |
| Algebra II | 57% |
| Calculus | 16% |
| Biology | 95+% |
| Chemistry | 56% |
| Physics | 29% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 4
   Number receiving grades of 3 or higher 2

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] 60%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] 40%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 33% |
| work with rulers, blocks, or geometric shapes at least once a week | 11% |
| write reports or do projects during the school year | 39% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 48% |
| reasoning and analytic skill | 48% |
| communicating mathematics ideas | 43% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 15% |
| d) who use calculators in class several times per week | 18% |

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 12% |
| cocaine | 2% |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | 33% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 42% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 44% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 51% |

| | |
|---|---|
| 3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] | 29% |

# Rhode Island

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 15% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 71 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 49 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 25% |
| Verbal abuse of teachers | 82% |
| Robbery or theft | 72% |
| Vandalism of school property | 87% |

# Rhode Island

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 940 |
| b) between 3.3 and 5.5 pounds | 50 |
| c) below 3.3 pounds | 10 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 970 |
| b) first prenatal care during the 3rd trimester of pregnancy | 23 |
| c) no prenatal care | 7 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 45% |
| Basic | | 40% |
| Proficient | Goals Panel | 14% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 5
   Number receiving grades of 3 or higher 4

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 1
   Number receiving grades of 3 or higher 1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 27% |
| work with rulers, blocks, or geometric shapes at least once a week | 14% |
| write reports or do projects during the school year | 37% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 43% |
| reasoning and analytic skill | 43% |
| communicating mathematics ideas | 37% |

   c) who have computers available in their mathematics classroom 16%

   d) who use calculators in class several times per week 17%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

   b) Having five or more drinks in a row during the past 30 days —

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 27% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 45% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 59% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 42%

* Sample size too small to permit reliable estimate.

# South Carolina

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 113 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 61 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 28% |
| Verbal abuse of teachers | 75% |
| Robbery or theft | 78% |
| Vandalism of school property | 82% |

# South Carolina

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 910 |
| b) between 3.3 and 5.5 pounds | 73 |
| c) below 3.3 pounds | 17 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 899 |
| b) first prenatal care during the 3rd trimester of pregnancy | 78 |
| c) no prenatal care | 23 |

**Goal 2: High School Completion**

**No comparable state data currently available**

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 69% |
| Algebra II | 55% |
| Calculus | 7% |
| Biology | 95+% |
| Chemistry | 51% |
| Physics | 16% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 3
   Number receiving grades of 3 or higher — 1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 4
   Number receiving grades of 3 or higher — 3

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 67%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 51%
3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | — |
| work with rulers, blocks, or geometric shapes at least once a week | — |
| write reports or do projects during the school year | — |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | — |
| reasoning and analytic skill | — |
| communicating mathematics ideas | — |

   c) who have computers available in their mathematics classroom — —

   d) who use calculators in class several times per week — —

**Goal 5: Adult Literacy and Lifelong Learning**

**No comparable state data currently available**

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 12% |
| cocaine | 2% |

   b) Having five or more drinks in a row during the past 30 days — 35%

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 34% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 36% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 55% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 36%

# South Dakota

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 17 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 8 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 7% |
| Verbal abuse of teachers | 70% |
| Robbery or theft | 54% |
| Vandalism of school property | 66% |

# South Dakota

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 953 |
| b) between 3.3 and 5.5 pounds | 38 |
| c) below 3.3 pounds | 9 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 942 |
| b) first prenatal care during the 3rd trimester of pregnancy | 43 |
| c) no prenatal care | 15 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] <1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] <1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

| | |
|---|---|
| a) who do these activities in mathematics class: | |
| work in small groups at least once a week | — |
| work with rulers, blocks, or geometric shapes at least once a week | — |
| write reports or do projects during the school year | — |
| b) whose mathematics teachers heavily emphasize: | |
| Algebra and functions | — |
| reasoning and analytic skill | — |
| communicating mathematics ideas | — |
| c) who have computers available in their mathematics classroom | — |
| d) who use calculators in class several times per week | — |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

| | |
|---|---|
| a) Using the following at least once during the past 30 days: | |
| marijuana | 12% |
| cocaine | 2% |
| b) Having five or more drinks in a row during the past 30 days | 42% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 32% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 45% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 58% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 18%

* Sample size too small to permit reliable estimate.

# Tennessee

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 60 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 37 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 16% |
| Verbal abuse of teachers | 74% |
| Robbery or theft | 70% |
| Vandalism of school property | 79% |

# Tennessee

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 921 |
| b) between 3.3 and 5.5 pounds | 65 |
| c) below 3.3 pounds | 14 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 948 |
| b) first prenatal care during the 3rd trimester of pregnancy | 37 |
| c) no prenatal care | 15 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 79% |
| Algebra II | 54% |
| Calculus | 4% |
| Biology | 88% |
| Chemistry | 42% |
| Physics | 11% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 2
   Number receiving grades of 3 or higher — 1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 2
   Number receiving grades of 3 or higher — 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 35%

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 43%

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | — |
| work with rulers, blocks, or geometric shapes at least once a week | — |
| write reports or do projects during the school year | — |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | — |
| reasoning and analytic skill | — |
| communicating mathematics ideas | — |

   c) who have computers available in their mathematics classroom — —

   d) who use calculators in class several times per week — —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 15% |
| cocaine | 3% |

   b) Having five or more drinks in a row during the past 30 days — 31%

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 42% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 48% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 51% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 30%

# Texas

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 13% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 40 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 27 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 27% |
| Verbal abuse of teachers | 73% |
| Robbery or theft | 78% |
| Vandalism of school property | 80% |

# Texas

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 932
   - b) between 3.3 and 5.5 pounds — 57
   - c) below 3.3 pounds — 11
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 885
   - b) first prenatal care during the 3rd trimester of pregnancy — 72
   - c) no prenatal care — 43

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 48% |
| Basic | | 39% |
| Proficient | Goals Panel | 12% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 82% |
| Algebra II | 54% |
| Calculus | 5% |
| Biology | 95+% |
| Chemistry | 40% |
| Physics | 12% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 3
   Number receiving grades of 3 or higher — 3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 59%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 43%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 39%
     - work with rulers, blocks, or geometric shapes at least once a week — 24%
     - write reports or do projects during the school year — 62%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 52%
     - reasoning and analytic skill — 45%
     - communicating mathematics ideas — 42%
   - c) who have computers available in their mathematics classroom — 13%
   - d) who use calculators in class several times per week — 19%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 40%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 57%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 48%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 42%

# Utah

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 157 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 110 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 22% |
| Verbal abuse of teachers | 80% |
| Robbery or theft | 90% |
| Vandalism of school property | 93% |

# Utah

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 943
   - b) between 3.3 and 5.5 pounds — 50
   - c) below 3.3 pounds — 7
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 972
   - b) first prenatal care during the 3rd trimester of pregnancy — 24
   - c) no prenatal care — 4

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 82% |
| Algebra II | 63% |
| Calculus | 13% |
| Biology | 80% |
| Chemistry | 37% |
| Physics | 20% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 5
   Number receiving grades of 3 or higher — 3
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 12
   Number receiving grades of 3 or higher — 10

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 22%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — —
     - work with rulers, blocks, or geometric shapes at least once a week — —
     - write reports or do projects during the school year — —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — —
     - reasoning and analytic skill — —
     - communicating mathematics ideas — —
   - c) who have computers available in their mathematics classroom — —
   - d) who use calculators in class several times per week — —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 8%
     - cocaine — 2%
   - b) Having five or more drinks in a row during the past 30 days — 19%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 48%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 65%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 57%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 21%

* Sample size too small to permit reliable estimate.

# Vermont

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 69 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 45 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 17% |
| Verbal abuse of teachers | 73% |
| Robbery or theft | 75% |
| Vandalism of school property | 77% |

# Vermont

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 950 |
| b) between 3.3 and 5.5 pounds | 43 |
| c) below 3.3 pounds | 7 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 963 |
| b) first prenatal care during the 3rd trimester of pregnancy | 32 |
| c) no prenatal care | 5 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | |
|---|---|
| Below Basic | — |
| Basic | — |
| Proficient } Goals Panel | — |
| Advanced } Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] 7
   Number receiving grades of 3 or higher 4

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 2
   Number receiving grades of 3 or higher 1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | — |
| work with rulers, blocks, or geometric shapes at least once a week | — |
| write reports or do projects during the school year | — |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | — |
| reasoning and analytic skill | — |
| communicating mathematics ideas | — |

   c) who have computers available in their mathematics classroom —

   d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

   b) Having five or more drinks in a row during the past 30 days —

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 28% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 44% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 43% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 23%

* Sample size too small to permit reliable estimate.

# Virginia

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 19% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 111 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 72 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 22% |
| Verbal abuse of teachers | 80% |
| Robbery or theft | 72% |
| Vandalism of school property | 81% |

# Virginia

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 930
   - b) between 3.3 and 5.5 pounds — 57
   - c) below 3.3 pounds — 13
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 958
   - b) first prenatal care during the 3rd trimester of pregnancy — 30
   - c) no prenatal care — 12

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 42% |
| Basic | | 39% |
| Proficient | Goals Panel | 17% |
| Advanced | Standard for Competence | 2% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 81% |
| Algebra II | 55% |
| Calculus | 11% |
| Biology | 95+% |
| Chemistry | 57% |
| Physics | 23% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 12
   Number receiving grades of 3 or higher — 8
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — 3
   Number receiving grades of 3 or higher — 2

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 66%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 59%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 48%
     - work with rulers, blocks, or geometric shapes at least once a week — 21%
     - write reports or do projects during the school year — 62%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 52%
     - reasoning and analytic skill — 46%
     - communicating mathematics ideas — 46%
   - c) who have computers available in their mathematics classroom — 19%
   - d) who use calculators in class several times per week — 23%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 39%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 50%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 45%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 39%

# Washington

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | — |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 48 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 32 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 21% |
| Verbal abuse of teachers | 76% |
| Robbery or theft | 82% |
| Vandalism of school property | 83% |

# Washington

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 947
   - b) between 3.3 and 5.5 pounds — 44
   - c) below 3.3 pounds — 9
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 950
   - b) first prenatal care during the 3rd trimester of pregnancy — 40
   - c) no prenatal care — 10

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic —
   - Basic —
   - Proficient } Goals Panel —
   - Advanced } Standard for Competence —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 3
   Number receiving grades of 3 or higher — 2
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 54%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 30%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week —
     - work with rulers, blocks, or geometric shapes at least once a week —
     - write reports or do projects during the school year —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions —
     - reasoning and analytic skill —
     - communicating mathematics ideas —
   - c) who have computers available in their mathematics classroom —
   - d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana —
     - cocaine —
   - b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 45%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 56%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 56%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 26%

# West Virginia

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 10% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 42 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 19 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 20% |
| Verbal abuse of teachers | 82% |
| Robbery or theft | 75% |
| Vandalism of school property | 85% |

# West Virginia

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]

| | |
|---|---|
| a) at or above 5.5 pounds | 936 |
| b) between 3.3 and 5.5 pounds | 53 |
| c) below 3.3 pounds | 11 |

2. Number of mothers (per 1,000 in 1988) receiving:[21]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 941 |
| b) first prenatal care during the 3rd trimester of pregnancy | 49 |
| c) no prenatal care | 10 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 51% |
| Basic | | 39% |
| Proficient | Goals Panel | 10% |
| Advanced | Standard for Competence | <1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 73% |
| Algebra II | 42% |
| Calculus | 2% |
| Biology | 95+% |
| Chemistry | 40% |
| Physics | 11% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] <1
   Number receiving grades of 3 or higher <1

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] 1
   Number receiving grades of 3 or higher <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] *

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] *

3. Percent of public school 8th graders (1990):[28]

   a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 39% |
| work with rulers, blocks, or geometric shapes at least once a week | 19% |
| write reports or do projects during the school year | 45% |

   b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 41% |
| reasoning and analytic skill | 44% |
| communicating mathematics ideas | 38% |

| | |
|---|---|
| c) who have computers available in their mathematics classroom | 26% |
| d) who use calculators in class several times per week | 17% |

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]

   a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | 17% |
| cocaine | 2% |

| | |
|---|---|
| b) Having five or more drinks in a row during the past 30 days | 42% |

2. Percent of all high school teachers agreeing with the following statements (1988):[30]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | 43% |
| b) the amount of student tardiness and class-cutting interferes with my teaching | 43% |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | 48% |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] 28%

* Sample size too small to permit reliable estimate.

# Wisconsin

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 25% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 32 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 21 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 20% |
| Verbal abuse of teachers | 78% |
| Robbery or theft | 77% |
| Vandalism of school property | 85% |

# Wisconsin

## Additional Important Information Related to the Goals and Objectives

### Goal 1: Readiness for School

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 946
   - b) between 3.3 and 5.5 pounds — 44
   - c) below 3.3 pounds — 10
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 967
   - b) first prenatal care during the 3rd trimester of pregnancy — 27
   - c) no prenatal care — 6

### Goal 2: High School Completion

No comparable state data currently available

### Goal 3: Student Achievement and Citizenship

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 25% |
| Basic | | 50% |
| Proficient | Goals Panel | 24% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 79% |
| Algebra II | 36% |
| Calculus | 9% |
| Biology | 95+% |
| Chemistry | 51% |
| Physics | 25% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — 2
   Number receiving grades of 3 or higher — 1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

### Goal 4: Science and Mathematics

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — 68%
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — 46%
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 43%
     - work with rulers, blocks, or geometric shapes at least once a week — 25%
     - write reports or do projects during the school year — 53%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 48%
     - reasoning and analytic skill — 38%
     - communicating mathematics ideas — 24%
   - c) who have computers available in their mathematics classroom — 21%
   - d) who use calculators in class several times per week — 53%

### Goal 5: Adult Literacy and Lifelong Learning

No comparable state data currently available

### Goal 6: Safe, Disciplined, and Drug-free Schools

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — 10%
     - cocaine — 1%
   - b) Having five or more drinks in a row during the past 30 days — 43%
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 43%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 53%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 46%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 31%

# Wyoming

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

| | |
|---|---|
| 1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] | 20% |
| 2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] | 30 |
| 3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] | 19 |

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

| | |
|---|---|
| Physical abuse of teachers | 18% |
| Verbal abuse of teachers | 72% |
| Robbery or theft | 80% |
| Vandalism of school property | 80% |

# Wyoming

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds — 930
   - b) between 3.3 and 5.5 pounds — 63
   - c) below 3.3 pounds — 7
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy — 954
   - b) first prenatal care during the 3rd trimester of pregnancy — 35
   - c) no prenatal care — 11

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

| | | |
|---|---|---|
| Below Basic | | 26% |
| Basic | | 54% |
| Proficient | Goals Panel | 19% |
| Advanced | Standard for Competence | 1% |

2. Estimated percent of public high school students taking the following courses (1988):[23]

| | |
|---|---|
| Algebra I | 73% |
| Algebra II | 29% |
| Calculus | 8% |
| Biology | 86% |
| Chemistry | 36% |
| Physics | 16% |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] — <1
   Number receiving grades of 3 or higher — <1
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] — <1
   Number receiving grades of 3 or higher — <1

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] — *
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] — *
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week — 70%
     - work with rulers, blocks, or geometric shapes at least once a week — 32%
     - write reports or do projects during the school year — 39%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions — 48%
     - reasoning and analytic skill — 37%
     - communicating mathematics ideas — 37%
   - c) who have computers available in their mathematics classroom — 25%
   - d) who use calculators in class several times per week — 49%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana — —
     - cocaine — —
   - b) Having five or more drinks in a row during the past 30 days — —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching — 35%
   - b) the amount of student tardiness and class-cutting interferes with my teaching — 56%
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes — 40%
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] — 31%

* Sample size too small to permit reliable estimate.

# American Samoa

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] —
2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] —
3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[17] —

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[18]

   Physical abuse of teachers —
   Verbal abuse of teachers —
   Robbery or theft —
   Vandalism of school property —

# American Samoa

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   a) at or above 5.5 pounds —
   b) between 3.3 and 5.5 pounds —
   c) below 3.3 pounds —
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   a) some prenatal care before the 3rd trimester of pregnancy —
   b) first prenatal care during the 3rd trimester of pregnancy —
   c) no prenatal care —

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]

   Below Basic —
   Basic —
   Proficient } Goals Panel —
   Advanced } Standard for Competence —

2. Estimated percent of public high school students taking the following courses (1988):[23]

   Algebra I —
   Algebra II —
   Calculus —
   Biology —
   Chemistry —
   Physics —

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] —
   Number receiving grades of 3 or higher —
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] —
   Number receiving grades of 3 or higher —

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] —
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] —
3. Percent of public school 8th graders (1990):[28]
   a) who do these activities in mathematics class:
      work in small groups at least once a week —
      work with rulers, blocks, or geometric shapes at least once a week —
      write reports or do projects during the school year —
   b) whose mathematics teachers heavily emphasize:
      Algebra and functions —
      reasoning and analytic skill —
      communicating mathematics ideas —
   c) who have computers available in their mathematics classroom —
   d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   a) Using the following at least once during the past 30 days:
      marijuana —
      cocaine —
   b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   a) the level of student misbehavior in this school interferes with my teaching —
   b) the amount of student tardiness and class-cutting interferes with my teaching —
   c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes —
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] —

# Guam

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] —

2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] —

3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] —

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

   Physical abuse of teachers —
   Verbal abuse of teachers —
   Robbery or theft —
   Vandalism of school property —

# Guam

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   - a) at or above 5.5 pounds 926
   - b) between 3.3 and 5.5 pounds 65
   - c) below 3.3 pounds 9
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   - a) some prenatal care before the 3rd trimester of pregnancy 834
   - b) first prenatal care during the 3rd trimester of pregnancy 146
   - c) no prenatal care 20

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic —
   - Basic —
   - Proficient — (Goals Panel)
   - Advanced — (Standard for Competence)
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] —
   Number receiving grades of 3 or higher —
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] —
   Number receiving grades of 3 or higher —

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] —
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] —
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week 33%
     - work with rulers, blocks, or geometric shapes at least once a week 18%
     - write reports or do projects during the school year 33%
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions 37%
     - reasoning and analytic skill 15%
     - communicating mathematics ideas 19%
   - c) who have computers available in their mathematics classroom 13%
   - d) who use calculators in class several times per week 16%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana —
     - cocaine —
   - b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching —
   - b) the amount of student tardiness and class-cutting interferes with my teaching —
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes —
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] —

# Northern Marianas

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] —

2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] —

3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] —

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]

   Physical abuse of teachers —
   Verbal abuse of teachers —
   Robbery or theft —
   Vandalism of school property —

# Northern Marianas

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[20]
   a) at or above 5.5 pounds —
   b) between 3.3 and 5.5 pounds —
   c) below 3.3 pounds —
2. Number of mothers (per 1,000 in 1988) receiving:[21]
   a) some prenatal care before the 3rd trimester of pregnancy —
   b) first prenatal care during the 3rd trimester of pregnancy —
   c) no prenatal care —

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   Below Basic —
   Basic —
   Proficient } Goals Panel —
   Advanced } Standard for Competence —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   Algebra I —
   Algebra II —
   Calculus —
   Biology —
   Chemistry —
   Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] —
   Number receiving grades of 3 or higher —
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] —
   Number receiving grades of 3 or higher —

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] —
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] —
3. Percent of public school 8th graders (1990):[28]
   a) who do these activities in mathematics class:
      work in small groups at least once a week —
      work with rulers, blocks, or geometric shapes at least once a week —
      write reports or do projects during the school year —
   b) whose mathematics teachers heavily emphasize:
      Algebra and functions —
      reasoning and analytic skill —
      communicating mathematics ideas —
   c) who have computers available in their mathematics classroom —
   d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   a) Using the following at least once during the past 30 days:
      marijuana —
      cocaine —
   b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   a) the level of student misbehavior in this school interferes with my teaching —
   b) the amount of student tardiness and class-cutting interferes with my teaching —
   c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes —
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988) —

# Puerto Rico

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th grade students who are competent in mathematics (1990)[10] —
2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[11] —
3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[12] —

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[13]
   - Physical abuse of teachers —
   - Verbal abuse of teachers —
   - Robbery or theft —
   - Vandalism of school property —

# Puerto Rico

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[21]
   - a) at or above 5.5 pounds — 912
   - b) between 3.3 and 5.5 pounds — 78
   - c) below 3.3 pounds — 10
2. Number of mothers (per 1,000 in 1988) received:[23]
   - a) some prenatal care before the 3rd trimester of pregnancy — 951
   - b) first prenatal care during the 3rd trimester of pregnancy — 33
   - c) no prenatal care — 16

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[22]
   - Below Basic —
   - Basic —
   - Proficient } Goals Panel
   - Advanced } Standard for Competence { —
2. Estimated percent of public high school students taking the following courses (1988):[23]
   - Algebra I —
   - Algebra II —
   - Calculus —
   - Biology —
   - Chemistry —
   - Physics —
3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[24] —
   Number receiving grades of 3 or higher —
4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991)[25] —
   Number receiving grades of 3 or higher —

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988)[26] —
2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988)[27] —
3. Percent of public school 8th graders (1990):[28]
   - a) who do these activities in mathematics class:
     - work in small groups at least once a week —
     - work with rulers, blocks, or geometric shapes at least once a week —
     - write reports or do projects during the school year —
   - b) whose mathematics teachers heavily emphasize:
     - Algebra and functions —
     - reasoning and analytic skill —
     - communicating mathematics ideas —
   - c) who have computers available in their mathematics classroom —
   - d) who use calculators in class several times per week —

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[29]
   - a) Using the following at least once during the past 30 days:
     - marijuana —
     - cocaine —
   - b) Having five or more drinks in a row during the past 30 days —
2. Percent of all high school teachers agreeing with the following statements (1988):[30]
   - a) the level of student misbehavior in this school interferes with my teaching —
   - b) the amount of student tardiness and class-cutting interferes with my teaching —
   - c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes —
3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988)[31] —

# Virgin Islands

## Measuring Progress Toward the Goals

**Goal 1: Readiness for School**

No comparable state data currently available

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th grade students who are competent in mathematics (1990)[16] —
2. Number of Advanced Placement examinations taken in the core subjects (per 1,000 11th and 12th graders enrolled, 1991)[17] —
3. Number of Advanced Placement examinations taken in the core subjects receiving a grade of 3 or higher (per 1,000 11th and 12th graders enrolled, 1991)[18] —

**Goal 4: Science and Mathematics**

No comparable state data currently available

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school teachers who reported that the following were problems in their schools (1988):[19]
   - Physical abuse of teachers —
   - Verbal abuse of teachers —
   - Robbery or theft —
   - Vandalism of school property —

# Virgin Islands

## Additional Important Information Related to the Goals and Objectives

**Goal 1: Readiness for School**

1. Number of births (per 1,000 in 1988):[26]

| | |
|---|---|
| a) at or above 5.5 pounds | 917 |
| b) between 3.3 and 5.5 pounds | 65 |
| c) below 3.3 pounds | 18 |

2. Number of mothers (per 1,000 in 1988) received:[27]

| | |
|---|---|
| a) some prenatal care before the 3rd trimester of pregnancy | 848 |
| b) first prenatal care during the 3rd trimester of pregnancy | 111 |
| c) no prenatal care | 41 |

**Goal 2: High School Completion**

No comparable state data currently available

**Goal 3: Student Achievement and Citizenship**

1. Percent of public school 8th graders who scored within the following levels in mathematics (1990):[28]

| | | |
|---|---|---|
| Below Basic | | — |
| Basic | | — |
| Proficient | Goals Panel | — |
| Advanced | Standard for Competence | — |

2. Estimated percent of public high school students taking the following courses (1988):[29]

| | |
|---|---|
| Algebra I | — |
| Algebra II | — |
| Calculus | — |
| Biology | — |
| Chemistry | — |
| Physics | — |

3. Number of foreign language Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991):[30] — Number receiving grades of 3 or higher —

4. Number of fine arts Advanced Placement examinations taken (per 1,000 11th and 12th graders enrolled, 1991):[31] — Number receiving grades of 3 or higher —

**Goal 4: Science and Mathematics**

1. Percent of all high school science teachers who hold a degree in science (1988):[32] —

2. Percent of all high school mathematics teachers who hold a degree in mathematics (1988):[33] —

3. Percent of public school 8th graders (1990):[34]

a) who do these activities in mathematics class:

| | |
|---|---|
| work in small groups at least once a week | 53% |
| work with rulers, blocks, or geometric shapes at least once a week | 20% |
| write reports or do projects during the school year | 45% |

b) whose mathematics teachers heavily emphasize:

| | |
|---|---|
| Algebra and functions | 47% |
| reasoning and analytic skill | 30% |
| communicating mathematics ideas | 36% |

c) who have computers available in their mathematics classroom 1%

d) who use calculators in class several times per week 1%

**Goal 5: Adult Literacy and Lifelong Learning**

No comparable state data currently available

**Goal 6: Safe, Disciplined, and Drug-free Schools**

1. Percent of all high school students who reported (1990):[35]

a) Using the following at least once during the past 30 days:

| | |
|---|---|
| marijuana | — |
| cocaine | — |

b) Having five or more drinks in a row during the past 30 days —

2. Percent of all high school teachers agreeing with the following statements (1988):[36]

| | |
|---|---|
| a) the level of student misbehavior in this school interferes with my teaching | — |
| b) the amount of student tardiness and class-cutting interferes with my teaching | — |
| c) rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes | — |

3. Percent of all high school teachers who reported that they have little or no control disciplining students in their classrooms (1988):[37] —

# Chapter 2:
# Indicators for Future Reports

1991

# Indicators for Future Reports

This first Goals Report brings together the most recent quality data available on how well the nation and individual states are doing inachieving the National Education Goals. It provides important new information on such topics as how parents spend time with their preschoolers, student achievement in mathematics, participation rates in adult education and training programs, and the availability of drugs in the schools.

While the report is relatively comprehensive in some areas, there are also many gaps. The National Education Goals Panel wants to see these gaps filled so that more complete and accurate information about the nation's and states' progress can be presented in the future. The magnitude of this challenge requires extensive discussion and a consensus from many parties at all levels. As a first step, the Panel sought and received recommendations from teams of experts in each Goal area on potential strategies for addressing present data shortcomings (see Acknowledegments section for a listing of experts by Goal area). The Panel hopes these proposals will serve as the beginning of a national dialogue on these important issues.

### Future Goal 1 Indicators:

**Future Goals Reports will seek to include national and state-level indicators of how well prepared children are to learn when they start school in terms of their physical, emotional, social, and intellectual development.**

While the 1991 report contains substantial information on factors associated with student readiness for school, it contains no direct information on whether students are starting school "ready to learn." Ultimately, the nation's ability to determine the readiness of children for school will depend on developing accurate direct indicators of the 1) knowledge, 2) social, emotional and physical well-being, 3) language usage and 4) approaches to learning of young children.

To meet this need, it has been recommended to the Panel that a National Early Childhood Assessment System be developed during this decade. The proposed assessments would be based on student profiles of a nationally representative sample of children conducted during their first year of formal schooling. The profiles would contain four sources of information: 1) parent reports, 2) teacher reports, 3) an individually administered examination, and 4) "portfolios" of students performance during their first year in school.

### Future Goal 2 Indicators:

**Future Goals Reports will seek to include uniform and comparable state-level data on high school completion and dropout rates.**

While the national data used in the 1991 report have some limitations, they are generally valid and reliable. At the state level, however, uniform and comparable data do not currently exist. Current state reports of school completion and dropout rates use inconsistent definitions and reporting strategies and often fail to track the approximately 3 million school-aged children who move annually from one school district to another.

To address this concern, it was recommended to the Panel that a voluntary State and Local Student Record System be developed. The system, which would build upon existing work of the Council of Chief State School Officers and the U. S. Department of Education, would standardize the basic information that schools currently collect nationwide on such items as date and place of birth, enrollment history, and student health. It would be designed to permit local school districts to include any additional information they consider useful. This system would permit for the first time the reporting of truly uniform school completion and dropout rates in the nation's schools.

### Future Goal 3 Indicators:

**Future Goals Reports will seek to include national and state-level indicators of student competence in English, mathematics, science, history, and geography, that are tied to common world-class educational standards.**

The 1991 Goals Report contains a completely new way of reporting student mathematics achievement for the nation and the states. For the first time, a national assessment attempts to evaluate student achievement in terms of what students should know and be able to do. In the other core subject areas of English, science, history, and geography, the most recent available national data merely describe levels of student performance. The results give no indication as to whether such performance is considered "good enough."

The Panel is committed to a process that will establish world-class educational standards in English, mathematics, science, history, and geography. We also support the development of a new system of voluntary national examinations to tell us whether these standards are being met. In a recent Gallup Poll, 81% of all Americans favored national achievement standards and goals and 77% supported national tests to measure achievement.

This past July, the Panel, working with Congress, established the National Council on Education Standards and Testing. The Council's express purpose is to determine the appropriateness and feasibility of developing national achievement standards and a voluntary national examination system.

### Future Goal 4 Indicators:

**Future Goals Reports will seek to include more current international comparisons of student achievement in science and mathematics.**

We need more recent international comparisons of science and mathematics achievement. Several new surveys are in the planning stages, and the Goals Panel should assess the utility of these instruments for its needs and explore with international educational organizations the possibility of better international assessments of achievement in science and mathematics.

Although international comparisons of the teaching of mathematics and science do not directly measure the achievement of this Goal, it was recommended to the Panel that questions on how science and mathematics are being taught be added to existing and planned national and international surveys and assessments. Examples of possible questions to be addressed include the specific topic areas teachers cover when they teach science and mathematics, the availability of high-quality textbooks and other instructional materials, and the amount of time students spend learning science and mathematics, especially in the early grades. In addition, when world-class national performance standards are established for science and mathematics, studies of how classroom teachers implement these standards could be conducted, and the results regularly reported.

### Future Goal 5 Indicators:

**Future Goals Reports will seek to include indicators of work-force skills and of college students' ability to think critically, communicate effectively, and solve problems.**

While new data and more comprehensive information on adult literacy will appear beginning with the 1993 Goals Report, no data collections are currently planned to determine whether American workers possess "...the knowledge and skills necessary to compete in a global economy," nor to assess the performance of our higher education system.

It was recommended to the Panel that two new assessments be conducted in the future related to achieving Goal 5, specifically: 1) an international comparative assessment of work-force knowledge, motivations, and skills, and 2) a national assessment of college students' thinking, communication, and problem-solving skills. In the near term, the National Adult Literacy Survey (NALS) may be expanded to cover a broader range of workplace skills and NALS results analyzed and reported separately for college graduates.

### Future Goal 6 Indicators:

**Future Goals Reports will seek to include comparable state-level indicators of drug use in school, students' perceptions of their safety in school, teachers' perceptions of student misconduct, and the incidence of class cutting and unexcused school absences.**

While the 1991 report contains fairly comprehensive information at the national level on the use and availability of drugs among students, and the levels and perceptions of violence and discipline in the schools, it lacks state-level data in many of these areas. Although several states and school districts currently collect data on such topics as drug use in school, and the incidence of school crime and student misconduct, the information is not standardized.

It has been recommended to the Panel that additional questions be added to existing surveys so that uniform information on state progress in achieving this Goal can be monitored along with the national indicators.

In the coming months, the Goals Panel will be actively soliciting public reaction to these and other proposals.

# Chapter 3:

# The Federal Role in Meeting the National Education Goals

1991

# The Federal Role In Meeting the National Education Goals

States and localities bear the primary responsibility for providing educational services and the restructuring of the education system to achieve the Education Goals. However, at the Charlottesville Summit and in the Goals Statement the President and the Governors recognized that the federal government also has an important role to play. That role includes financial support for access, equity, and excellence in education as well as research and development, improving the flexibility of federal programs, and reducing federal mandates that divert states' resources away from the needs of children.

This chapter provides a status report on the federal role in meeting the National Education Goals. It differs from other parts of this document because it includes neither goals and targets, nor specific performance measures. It provides baseline data on resources for and participation in federally supported activities against which future changes in federal resources and federal priorities will be evaluated.

The reason for this difference is twofold. First, the federal role is not primary. That is, in most cases federal programs are designed specifically to supplement other state, local or private resources. As a result, there is little outcome data that relates to the impact of federal programs alone. Instead, the impact of federal programs is subsumed in the general data described elsewhere in this report. Second, the final decision as to the scope and scale of the federal role is ultimately determined through the legislative and budget process.

In developing financial[32] and program participation data to describe the federal role, the Panel faced five separate but related problems. These problems shaped the nature of this first report on the federal role and provide direction for improving it in future years:

1. **The selection of the programs to be included in the report -** The broad nature of the goals and the inclusion of both readiness and lifelong learning call for a variety of activities that go beyond the traditional list of education programs. Thus, the combination of programs included in this report differs from any previous compilation of federal programs in education.

2. **The resource data to be used -** The nature of the federal budget process often produces significant differences between budget authority (the amount that may be spent), budget obligations (commitments to spend), and budget outlays (actual spending). As a result agencies were asked to provide the kind of financial data that best reflect the resources committed to programs beginning in fiscal year 1989 (the year of the Charlottesville Summit), and continuing through 1991. In most cases, however, budget authority was used and for any given program, the same resource measure is reported over the three-year period. To monitor changes in the federal financial role over time will require that the same reporting method selected this year be used in future years.

3. **The classification or assignment of programs to specific goal areas -** Assigning a dollar figure to individual goals was not possible this year. Many programs are only partially designed to meet the National Education Goals or provide services that cut across the six Goal areas. Therefore, agencies and departments were asked to identify programs with goal-related activities in one of three categories —preschool years, school years (elementary and high school), and post-high school years. (Agencies were also allowed to use a residual "other" category for programs that did not fit into these three general groups.) Where only parts of the programs supported the goals, agencies estimated the proportion of funds for goal-related activities in each of the three categories. While we expect to continue to report resource data in three categories, we hope that future reports will allow more precise accounting of data in relation to the six individual Goals.

4. **The use of participation data -** Where appropriate and available, participation data are included for the programs highlighted in this chapter. These data are intended to provide a baseline against which to assess changes in future years. In future editions we hope to include more complete and readily applicable participation data as new data-gathering methods are developed.

5. **The absence of state and local context** - State, local, and federal programs are often complementary and address the same needs. This chapter, however, only describes the federal role. As a result, how well needs are being met cannot be addressed. In future years the Panel hopes this report can define the "needs" addressed through federal assistance and depict both the financial contributions and program impacts of the federal government and other sectors in meeting these identified needs. For this year's report, however, it was only possible to collect the most limited information of this type, making it difficult to assess the adequacy of the federal financial investment.

This chapter is organized into four core sections that reflect explicit areas of commitment by the President and the Governors regarding the appropriate nature of the federal role in helping to achieve the Goals:

**The Federal Financial Role** - identifies and describes federal programs that support activities related to meeting the National Education Goals. The section lists their budget authority (or where noted, obligations or expenditures) for fiscal years 1989 through 1991 for three categories: preschool years, school years, and post-high school years. When available, participation data are also included.

**Federal Support for Educational Research and Development** - describes federal efforts to monitor, investigate, and develop theory, methods, and techniques that foster activities related to the National Education Goals. Spending levels for indicators and assessment, and research and development are specifically highlighted.

**Federal Efforts to Increase State and Local Flexibility** - contains a rationale for increasing "flexibility" in how state and local governments may use federal funds for enhancing educational outcomes.

**Federal Efforts to Control Mandates** - describes the possible negative impact on education of federal "mandates" or requirements for states to spend more of their money in non-education areas designated by the federal government.

In combination, the information contained in these sections illustrates the overall federal role in education and documents the federal government's contribution to the achievement of the National Education Goals. The Panel hopes that a series of such reports will allow policy makers and the public to monitor changes in the federal role and provide a partial basis for making informed decisions about its future nature and breadth.

## The Federal Financial Role

### Introduction

The federal government provided about $59 billion in fiscal year (FY) 1991 for services and activities related to the National Education Goals. While this represents a fraction of our nation's total education investment, its special focus on activities to promote access, equity, and excellence makes its impact on our educational system particularly important.

In this section, baseline indicators of the federal financial investment in goal-related activities are identified through the description of pertinent federally sponsored programs and their levels of funding. In what follows, the level of federal education spending and percent and funding change in current and constant dollars is listed for different federal agencies over the past three years for three groups: young children who have yet to enter first grade; elementary and secondary school students; and persons over the age of 18. The

**EXHIBIT 67**

Federal Resources[1] for Programs that Improve the Education/Provide Services during the Preschool Years, School Years, and Post-High School Years

| PROGRAM TYPE | CURRENT $ IN MILLIONS | | | CHANGE 1989 – 1991 | | |
|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[3] | |
| | | | | | $ IN MILLIONS | % |
| Preschool Years | 9,155 | 11,119 | 14,200 | 55% | 4,153 | 41% |
| School Years | 15,203 | 16,616 | 18,537 | 22% | 1,851 | 11% |
| Post-High School Years | 21,868 | 23,157 | 24,770 | 13% | 770 | 3% |
| Other[2] | 1,060 | 1,094 | 1,242 | 17% | 79 | 7% |
| TOTAL | 47,286 | 51,986 | 58,749 | 24% | 6,854 | 13% |

[1]Figures rounded to nearest $1 million.
[2]A residual category that captures those programs/activities which do not fitr into one of the three age categories but provide general support related to the National Education Goals.
[3]In 1991 dollars; see Appendix B.

majority of programs reported their funding as budget authority (exceptions are noted in the tables) and constant dollars were computed using the Office of Management and Budget's (OMB) composite adjuster (see Appendix B). For each of these groups, programs funded for $100 million or more in FY 1991 are highlighted, the current condition of education in areas relevant to promoting increased educational access, equity, and excellence is noted, and, where available and appropriate, program participation levels are reported.

This section includes little about the size of target populations or the success in meeting perceived needs. As was stated in the introduction to this chapter, the presented data have never before been compiled in this form, and there are "data gaps" to be filled. There are state and local efforts not included in this report that address specific needs and which support goal-related activities. In order to make definitive statements about meeting needs, therefore, these efforts must be considered. Moreover, one should not assume that increases in spending or participation in the programs are the only measures of progress. On the contrary, such data are but one element of program evaluation.

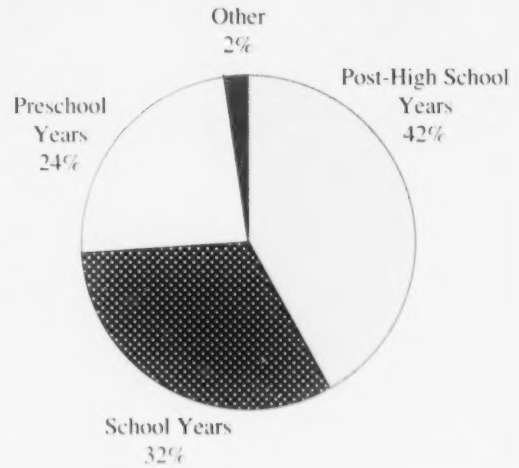



**Exhibit 68: Proportion of 1991 federal resources provided for programs that improve the education/provide services during preschool years, school years, and post-high school years.**

### The Federal Financial Investment: Preschool to Adult

The preschool years, school years, and post-high school years categories emerged from an analysis of the National Education Goals and from statements jointly issued by the President and the Governors. Goal 1, for example, explicitly deals with the preschool child, while Goal 5 and its objectives are concerned with the post-high school years. Goals 2, 3, 4 and 6, on the other hand, cover the elementary and secondary years of school-aged children. The overall result of using this categorizing scheme is illustrated in Exhibits 67 and 68.

Exhibit 67 highlights the amount of money that the federal government has provided over the past three years for National Education Goals activities related to the education and well- being of preschool-aged

**EXHIBIT 69**

Federal Resources[1] by Department/Agency[2] for Programs that Improve the Education/ Provide Services during the Preschool Years

| DEPARTMENT/ AGENCY[3] | CURRENT $ IN MILLIONS | | | CHANGE 1989 – 1991 | | |
|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] $ IN MILLIONS | CONSTANT DOLLARS[4] % |
| HHS | 5,556 | 6,956 | 9,379 | 69% | 3,281 | 54% |
| Agriculture | 2,565 | 2,998 | 3,435 | 34% | 620 | 22% |
| Education | 963 | 1,082 | 1,287 | 34% | 230 | 22% |
| Defense | 47 | 56 | 71 | 51% | 19 | 38% |
| ACTION | 24 | 26 | 26 | 8% | 0 | -1% |
| Interior | 0 | 0 | 2 | N/A | N/A | N/A |
| TOTAL | 9,155 | 11,119 | 14,200 | 55% | 4,153 | 41% |

[1]Figures rounded to nearest $1 million. Tables may not total due to rounding.
[2]Department/Agency contributing less than $1 million in FY 1991 not included.
[3]Complete Department/Agency titles are in Appendix D.
[4]In 1991 dollars; see Appendix B.

children, school-aged children, and students and adults in the post-high school years; while Exhibit 68 illustrates the proportion of the total funds that each of these three areas represented in FY 1991. The "other" category in both Exhibits 67 and 68 reflects those cross-cutting programs that promote the Education Goals but are not unique to one of the three broad age categories.

From FY 1989 to FY 1991, funding for goal-related activities increased by about 13%, or about $6.9 billion in constant dollars. Programs for the preschool years had the largest percent change in funding (Exhibit 67), followed by the school years and post-high school years categories. In terms of the proportion of funds expended by category, post-high school years programs received the largest share in FY 1991, followed by funding for school years activities and the preschool years (Exhibit 68).

The data that make up Exhibits 67 and 68 were gathered from some 26 federal agencies that reported funding for education activities in support of the National Education Goals. The Department of Education was the largest single source of funding for Education Goals-related services and programs, followed by the Departments of Health and Human Services (HHS), Agriculture, Defense, and Labor.

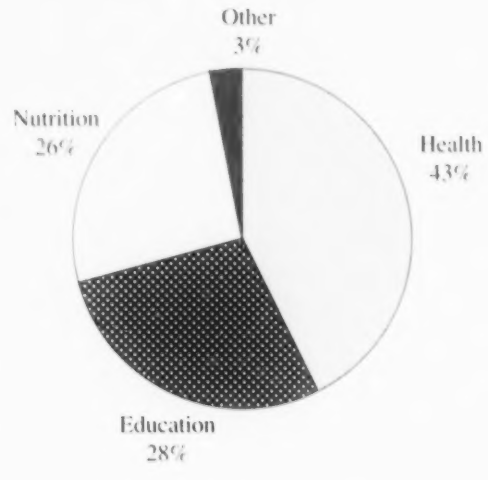



**Exhibit 70: Proportion of 1991 federal resources within 12 major preschool years programs allotted to nutrition, health, and education.**

### The Preschool Years

In the Charlottesville joint statement, the President and the Governors reiterated the federal government's role in promoting "national education equity by helping poor children get off to a good start in school." Research has demonstrated that early childhood experiences such as participation in preschool programs, access to adequate health care, good nutrition, and parental involvement in learning can be important factors in ensuring that all children enter school ready to learn.

Exhibit 69 lists federal funding by agency supporting the education and services to young children for fiscal years 1989, 1990, and 1991 (departments/agencies contributing less than $1 million were not included). This level of funding currently constitutes about 24% of reported federal spending for services and activities related to the National Education Goals.

The bulk of these funds move through twelve large programs that make up approximately 97% of the 1991 federal dollars for improving the education and/or providing services to preschool-aged children in the 50 states and territories. These twelve programs, in turn, focus on preparing young children and their parents for the school experience, improving young children's health, and providing for nutritional supplements if needed. Exhibit 71 lists these programs.

The amount of money devoted to these activities has increased by about $4 billion in constant dollars (41%) between 1989 and 1991. Most of this increase is accounted for by half the twelve programs: Medicaid for Children; Head Start; Family Support Payments for Day Care; the Women, Infants and Children's program (WIC); Child and Adult Care Food Program (CACFP); and Foster Care.

The twelve major programs listed on Exhibit 71 can be divided into the three general types of services/activities that they provide: education, health, and nutrition. Most of these programs are aimed specifically at serving the disadvantaged. Exhibit 70, illustrates the proportion of 1991 federal dollars among these twelve programs devoted to each of the three general types of services/activities.

The largest health-related program listed on Exhibit 71 is Medicaid for Children funded by HHS. This program provides comprehensive health care for children from low-income families. The program covers about 14 million individuals from birth to age 21. Of this number, approximately 4.8 million were between birth and age 5 and received Medicaid cards in FY 1990.

The largest nutritional program is the WIC program. WIC is designed to meet special nutritional needs and supplement the resources provided through basic

## EXHIBIT 71

Major Federal Programs[1] that Improve the Education/
Provide Services during the Preschool Years

| PROGRAM[2] | CURRENT $ IN MILLIONS[3] | | | CHANGE 1989 – 1991 | | | SERVICE LEVELS |
|---|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] $ IN MILLIONS | CONSTANT DOLLARS[4] % | |
| Medicaid for Children (HHS) | 2,731 | 3,614 | 4,729 | 73% | 1,732 | 58% | 4.8 million young children received Medicaid cards (1990) |
| WIC (Agriculture)[5] | 1,829 | 2,126 | 2,350 | 28% | 343 | 17% | 1.9 million pregnant women & infants; 2 million children (89) |
| Head Start (HHS) | 1,235 | 1,552 | 1,952 | 58% | 597 | 44% | 596,295 children (1991) |
| CACFP (Agriculture)[5] | 677 | 814 | 1,024 | 51% | 281 | 38% | 1.3 million children (1989) |
| Foster Care (HHS) | 440 | 390 | 742 | 61% | 259 | 54% | 45,691 avg monthly case load (1990) |
| Chapter 1 (Education) | 494 | 583 | 682 | 35% | 140 | 23% | 407,186 children (1988-1989) |
| MCH Block Grant (HHS) | 554 | 554 | 587 | 6% | -21 | -3% | N/A |
| Special Education (Education) | 450 | 478 | 584 | 30% | 90 | 18% | 356,000 in preschool grant programs (90) |
| Family Support Payments for Day Care (HHS)[6] | 17 | 135 | 480 | 2700%[7] | 461 | 2500%[7] | N/A |
| Childhood Immunization (HHS) | 142 | 187 | 218 | 54% | 62 | 40% | 2 million children age 2 months thru kdgtn (1990) |
| Community & Migrant Health Centers (HHS) | 184 | 190 | 198 | 8% | -4 | -2% | 400 clinics in 40 states & Puerto Rico (1990) |
| Indian Health Service (HHS) | 112 | 141 | 173 | 54% | 50 | 41% | 130,000 children, 0-5 years old (1991) |
| Other[8] | 290 | 355 | 481 | 66% | 63 | 51% | N/A |
| TOTAL | 9,155 | 11,119 | 14,200 | 55% | 4,153 | 41% | N/A |

[1]Program descriptions are in Appendix C.
[2]Complete Department/Agency titles are in Appendix D.
[3]Figures rounded to nearest $1 million. Tables may not total due to rounding.
[4]In 1991 dollars; see Appendix B.
[5]Obligations.
[6]The program did not begin until 1989. The large increments in funding are due to increases in the number of participating states as the program becomes fully operational.
[7]Other federal programs that improve/provide services to preschool years funded for less than $100 million in FY 1991.

income maintenance programs such as food stamps and Aid to Families with Dependent Children. Priority for services is generally given to pregnant women and infants. Of the eligible members of these two groups, 85% percent were served in 1989. This represents about 1.9 million women and infants out of an eligibility pool of approximately 2.3 million individuals. An additional 2 million children (ages 1 to 5 years), or 45% of those fully eligible, were also served in 1989. The importance of early intervention nutrition programs like WIC was highlighted in a recent study conducted by the Case Western Reserve University School of Medicine and the University of Costa Rica. Children who suffer from iron deficiency for their first two years of life may show developmental problems years later, even if their iron deficiency is treated. Such children may have hand-eye and motor skills difficulties along with reduced verbal skills. While about one-tenth of the babies in the United States are iron deficient for at least part of their first two years of life, fully one in five children in poor American families suffers from iron deficiency.

The Head Start and Chapter 1 programs are examples of education-oriented programs. Head Start is a full-service program that helps low-income preschool-aged children and their families be better prepared to start school. Chapter 1 provides financial assistance to local education agencies to meet the special needs of educationally disadvantaged children who live in areas with high concentrations of children from low income families. Chapter 1 serves children from preschool through high school. The Chapter 1 figures that appear in Exhibit 71 are those devoted to preschool-aged

**EXHIBIT 72**

Federal Resources[1] by Department/Agency[2] for Programs that Improve the Education/ Provide Services during the School Years

| DEPARTMENT/ AGENCY[3] | CURRENT $ IN MILLIONS | | | CHANGE 1989 – 1991 | | |
|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] | |
| | | | | | $ IN MILLIONS | % |
| Education | 8,364 | 9,342 | 10,651 | 27% | 1,472 | 16% |
| Agriculture | 4,006 | 4,287 | 4,594 | 15% | 198 | 4% |
| Labor | 1,321 | 1,332 | 1,349 | 6% | -101 | -4% |
| Defense | 1,068 | 1,142 | 1,305 | 22% | 133 | 11% |
| Interior | 166 | 199 | 222 | 34% | 40 | 22% |
| NSF | 128 | 147 | 210 | 64% | 70 | 49% |
| HHS | 103 | 110 | 126 | 22% | 13 | 11% |
| Energy | 0 | 7 | 21 | N/A | N/A | N/A |
| ACTION | 19 | 19 | 19 | 0% | -2 | -9% |
| NEH | 12 | 12 | 15 | 25% | 2 | 14% |
| NASA | 6 | 7 | 13 | 117% | 6 | 97% |
| NEA | 5 | 5 | 5 | 0% | 0 | -9% |
| Smithsonian | 3 | 3 | 3 | 0% | 0 | -9% |
| State | 3 | 3 | 3 | 0% | 0 | -9% |
| EPA | 0 | 1 | 1 | N/A | N/A | N/A |
| TOTAL | 15,203 | 16,616 | 18,537 | 22% | 1,851 | 11% |

[1]Figures rounded to nearest $1 million. Tables may not total due to rounding.
[2]Department/Agency contributing less than $1 million in FY 1991 not included.
[3]Complete Department/Agency titles are in Appendix D.
[4]In 1991 dollars; see Appendix B.

## EXHIBIT 73

Major Federal Programs[1] that Improve Education/Provide Services during the School Years

| PROGRAM | CURRENT $ IN MILLIONS[2] | | | CHANGE 1989 – 1991 | | | SERVICE LEVELS |
|---|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[3] $ IN MILLIONS | % | |
| Chapter 1 (Education) | 4,026 | 4,721 | 5,466 | 36% | 1,048 | 24% | 4,650,230 students grades 1-12 (88-89) |
| School Meals Programs (Agriculture)[4] | 3,762 | 4,007 | 4,271 | 14% | 142 | 3% | 24.4 million lunches & 4.4 million breakfasts daily; 1.7 million summer meals; 183 million 1/2 pts of milk (1991) |
| Special Ed. Basic State Grants (Education) | 1,366 | 1,420 | 1,705 | 25% | 206 | 14% | 4,097,837 children served (1991) |
| Classroom Instruction (Defense) | 845 | 885 | 998 | 18% | 71 | 8% | 191,955 students (Sept. 1990) |
| Job Corps (Labor) | 326 | 353 | 381 | 17% | 23 | 6% | 27,459 16- & 17-yr-olds completed program (7/89 - 6/90) |
| Impact Aid Grants (Education) | 708 | 717 | 741 | 5% | -36 | -5% | N/A |
| JTPA Summer Jobs (Labor) | 709 | 700 | 683 | -4% | -95 | -12% | 466,006, 14-17-yr-olds (1990) |
| Vocational Ed. Basic State Grants (Education) | 503 | 515 | 518 | 3% | -34 | -6% | 97% of all high school students enrolled in at least 1 course (1989) |
| Drug-free Schools (Education) | 323 | 504 | 553 | 71% | 199 | 56% | 78% of nation's LEA receive program funds (1988-1989) |
| Chapter 2 (Education) | 463 | 457 | 450 | -3% | -58 | -11% | 99% of nation's schools received program funds (84-85) |
| JTPA II-A (Labor) | 286 | 279 | 285 | 0% | -29 | -9% | 43,841, 14-15-yr-olds (1989) |
| CN Commodities[4] (Agriculture) | 183 | 218 | 259 | 42% | 58 | 29% | N/A |
| Eisenhower Math/ Science (Education) | 128 | 127 | 200 | 56% | 60 | 42% | 1/3 of all math/science teachers benefit annually |
| BIA Indian Schools (Interior) | 162 | 170 | 192 | 19% | 14 | 8% | 40,841 students (1991) |
| Bilingual Education (Education) | 100 | 103 | 109 | 9% | -1 | -1% | 281,322 students (1990) |
| Vocational Rehabilitation State Grants (Education) | 116 | 122 | 131 | 13% | 4 | 3% | 4,690 served, under 18 yrs. old (1990) |
| Magnet Schools (Education) | 114 | 113 | 110 | -4% | -15 | -12% | 54 school districts in 25 states funded (1990) |
| Other[5] | 1,084 | 1,205 | 1,485 | 37% | 296 | 25% | N/A |
| TOTAL | 15,203 | 16,616 | 18,537 | 22% | 1,851 | 11% | N/A |

[1]Program descriptions are in Appendix C. Complete Department/Agency titles are in Appendix D.
[2]Figures rounded to nearest $1 million. Tables may not total due to rounding.
[3]In 1991 dollars; see Appendix B.
[4]Obligations.
[5]Other federal programs that improve/provide services during the school years funded for less than $100 million in FY 1991.

children. The latest figures available from the National Household Education Survey (1991) indicate that of children three to five years old, about 41% from families with incomes of $20,000 or less have received preschool education versus about 56% from families with incomes of $40,000 or more and 75% of young children from families with incomes of over $75,000.

Funding levels for both Head Start and the Chapter 1 program have increased in constant dollars between fiscal years 1989 and 1991 (44% and 23%, respectively). Currently, the Head Start program provides services to about 600,000 children ages three to five from low- income families. Chapter 1 served about 400,000 educationally disadvantaged young learners and their families in 1991.

**The School Years**

In establishing the National Education Goals, the President and the Governors addressed the need to improve the education for, and services to, school-aged children by restating the federal government's role in "promoting educational equity by ensuring access to quality educational programs for all students regardless of race, national origin, sex or handicapping condition." Federal funds target those students most in need of assistance due to economic disadvantage or risk of academic failure, and are used to help states in their own efforts to improve academic achievement and school completion. In 1988, about 19% of children 18 years of age and under were living in poverty.[33] In addition, the federal government provides financial assistance to state and local governments in areas identified to be of critical importance to our country's future, such as improving mathematics and science education and promoting drug-free schools.

The federal share of revenues for public elementary and secondary schools has always been relatively small. In 1980 it reached a high of about 10%; by 1988 it had decreased to about 6%, where it remains today. The major investment in elementary and secondary education has always been borne by state and local governments, with local governments outspending state governments in every year up until 1979. In that year, an historic shift occurred when the state share of revenues rose above the local share for the first time. Today, the states pay for about half the cost of elementary and secondary public education, with local and federal governments accounting for the remaining 44% and 6%, respectively.

Exhibit 72 lists the federal spending supporting the education of children during their elementary and secondary school years in 15 federal departments and agencies for fiscal years 1989, 1990, and 1991. Overall, such spending currently constitutes about 32% of the federal monies spent on services and activities related to the National Education Goals. The federal investment in these programs has risen nearly $2 billion (11%) in constant dollars between fiscal years 1989 and 1991.

The 15 departments or agencies listed in Exhibit 72 identified nearly 170 individual programs that provide education to, or services aimed at, enhancing the education of elementary and secondary school children. Out of these nearly 170 programs, 17 accounted for about 92% of the federal dollars earmarked for this area in FY 1991. Exhibit 73 lists these 17 programs and their budget authorities by fiscal year (or in the case of the Schools Meals Programs, budget obligations). These 17 major programs can be characterized as providing education or services that either: enhance the school environment, foster excellence in mathematics and science, aid disadvantaged youth, further access to education for all, provide job training for youth, or promote school improvement and restructuring.

Chapter 1, which targets the educationally disadvantaged, is the largest program listed. Available data (Fall 1988) indicate that 12% of the kindergarten through grade 12 public school enrollment and 11% of the public and private enrollment were served by Chapter 1. The Chapter 1 program provides supplementary reading and/or mathematics instruction to over 5 million kindergarten through grade 12 disadvantaged students. This represents about 55% of the eligible population pool.

The greatest increase in terms of percent change, however, occurred in the Drug-free Schools program. It has received about a 56% increase in constant dollars between fiscal years 1989 and 1991. This program is now available in approximately 12,000 out of the nation's 15,000 school districts.

Increasing the incidence of school completion is one of the priorities of the National Education Goals Panel. On average, about 4.5% of all 15- to 24-year-olds in grades 10 to 12 dropped out of school each year between 1986 and 1988.[34] Dropout rates for Blacks and Hispanics are higher than those for Whites. Of the programs listed on Exhibit 73, Chapter 1, Vocational Education, Drug-Free Schools, Bilingual Education, Chapter 2, and Magnet Schools all have a potential positive effect on the dropout problem. These programs provide education and other services to the disadvantaged and children at risk.

**The Post-High School Years**

The National Education Goals document includes a commitment to broaden accessibility to a quality postsecondary education and to better prepare America's work force. A larger share of our population, especially from working class, poor, and minority backgrounds, must be helped to attend, remain in, and graduate from college. The federal government's role

## EXHIBIT 74

Federal Resources[1] by Department/Agency[2] for Programs that Improve the Education/ Provide Services during the Post-High School Years

| DEPARTMENT/ AGENCY[3] | CURRENT $ IN MILLIONS | | | CHANGE 1989 – 1991 | | |
|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] | |
| | | | | | $ IN MILLIONS | % |
| Education | 13,032 | 13,799 | 14,685 | 13% | 383 | 3% |
| Defense | 3,322 | 3,402 | 3,464 | 4% | -182 | -5% |
| HHS | 1,941 | 2,372 | 2,828 | 46% | 698 | 33% |
| Labor | 2,127 | 2,161 | 2,223 | 3% | -252 | -6% |
| Veterans | 882 | 736 | 797 | -10% | -171 | -18% |
| Agriculture | 141 | 174 | 187 | 33% | 32 | 21% |
| NSF | 97 | 122 | 156 | 61% | 50 | 47% |
| Transportation | 118 | 128 | 130 | 10% | 0 | 0% |
| NEH | 63 | 67 | 74 | 17% | 5 | 7% |
| Interior | 66 | 68 | 70 | 6% | -2 | -3% |
| NASA | 32 | 44 | 55 | 72% | 20 | 57% |
| Energy | 0 | 35 | 43 | N/A | N/A | N/A |
| Smithsonian | 24 | 23 | 25 | 4% | -1 | -5% |
| ACTION | 10 | 11 | 13 | 30% | 2 | 18% |
| Housing | 5 | 6 | 8 | 60% | 3 | 46% |
| Commerce | 3 | 4 | 4 | 33% | 1 | 21% |
| EPA | 1 | 3 | 3 | 200% | 2 | 173% |
| HST | 2 | 2 | 2 | 0% | 0 | -9% |
| BGSF | 1 | 1 | 2 | 100% | 1 | 82% |
| NEA | 1 | 1 | 1 | 0% | 0 | -10% |
| OPM | 0 | 0 | 1 | N/A | N/A | N/A |
| TOTAL | 21,868 | 23,157 | 24,770 | 13% | 770 | 3% |

[1] Figures rounded to nearest $1 million. Tables may not total due to rounding.
[2] Department/Agency contributing less than $1 million in FY 1991 not included.
[3] Complete Department/Agency titles are in Appendix D.
[4] In 1991 dollars; see Appendix B.

in ensuring access for qualified students is critical. Moreover, learning itself must be broadened to include all adult Americans whether or not they are formally enrolled in postsecondary education. Comprehensive, lifelong learning and training opportunities should be available for workers throughout their careers. The federal government has an important role in helping to provide such opportunities through programs that provide job training skills, and adult and vocational education.

Exhibit 74 lists the federal spending supporting the post-high school education of adults. These figures represent the efforts of 21 federal departments and agencies for fiscal years 1989, 1990, and 1991. Overall, such spending currently constitutes about 42% of the federal monies expended on activities and programs related to the National Education Goals.

The figures in Exhibit 74 cover over 200 federal programs. Out of these programs, 30 account for about

**EXHIBIT 75**
Major Federal Programs[1] that Improve Education/Provide Services during the Post-High School Years

| PROGRAM[2] | CURRENT $ IN MILLIONS[3] | | | CHANGE 1989 – 1991 | | | SERVICE LEVELS |
|---|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] $ IN MILLIONS | CONSTANT DOLLARS[4] % | |
| Pell Grants (Education) | 4,484 | 4,805 | 5,376 | 20% | 455 | 9% | 3,421,000 grants (91) |
| Guaranteed Student Loans (Education) | 4,067 | 4,348 | 4,210 | 4% | -253 | -6% | 3,958,000 loans (1991) |
| JTPA Title II-A (Labor) | 1,502 | 1,465 | 1,494 | 0% | -154 | -9% | 691,098, 16 yrs old and up (1989) |
| Vocational Rehabilitation State Grants (Education) | 1,334 | 1,406 | 1,502 | 13% | 38 | 3% | 933,261, 18 yrs old and up served (1990) |
| Medicare Payments to Hospitals (HHS) | 1,440 | 1,380 | 1,465 | 2% | -115 | -7% | 1,192 teaching hospitals supported in part (1990) |
| Flight Training (Defense) | 721 | 755 | 828 | 15% | 37 | 5% | 6,500 enrollees (1990) |
| AFDC JOBS (HHS)[5] | 0 | 427 | 725 | N/A | N/A | N/A | 510,000, avg monthly number of participants (2nd quarter, 1991) |
| Specialized Skills Training (Defense) | 604 | 648 | 662 | 10% | -1 | 0% | Over 122,000 trained annually |
| Work Study Grants (Education) | 610 | 692 | 598 | -2% | -71 | -11% | Provided assistance to 841,000 (90-91) |
| G.I. Bill (Veterans)[5] | 660 | 493 | 56 | -14% | -101 | -22% | 361,109 veterans received funds (1990) |
| ROTC (Defense) | 600 | 551 | 555 | -8% | -103 | -16% | 86,003 undergraduates (1990-1991) |
| Supplemental Ed. Opportunity Grants | 438 | 459 | 520 | 19% | 39 | 8% | 728,000 student grants (1990-1991) (Education) |
| JOB Corps (Labor) | 416 | 450 | 486 | 17% | 29 | 6% | 35,091 18-21 yr olds completed program (7/89 - 6/90) |
| Officer Accessions (Defense) | 449 | 462 | 440 | -2% | 53 | -11% | 18,000 commissioned officers annually |
| Vocational Education Basic State Grants (Education) | 335 | 343 | 345 | 3% | -23 | -6% | 76% of students in public 2 yr. schools; 100% of proprietary school students (1987) |
| Higher Education Special Programs for Disadvantaged Youth (Education) | 219 | 242 | 334 | 53% | 94 | 39% | Over 500,000 service events through a variety of programs (1990-1991) |
| Continuing Ed/VEAP (Defense) | 380 | 362 | 324 | -15% | -93 | -22% | Over 900,000 enrollees (1990) |
| NIH Research Training (HHS) | 256 | 286 | 306 | 20% | 25 | 9% | Over 12,000 individuals supported (1991) |
| HRSA Health Professions Grant (HHS) | 200 | 215 | 261 | 31% | 42 | 19% | N/A |
| Professional Development Training (Defense) | 192 | 231 | 230 | 26% | 19 | 9% | Over 8,500 participants (1990) |

**EXHIBIT 75 (CONTINUED)**
Major Federal Programs[1] that Improve Education/Provide Services during the Post-High School Years

| PROGRAM[2] | CURRENT $ IN MILLIONS[3] | | | CHANGE 1989 – 1991 | | | SERVICE LEVELS |
|---|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] $ IN MILLIONS | CONSTANT DOLLARS[4] % | |
| Civilian Training (Defense) | 168 | 180 | 212 | 26% | 28 | 15% | 1,000,000 training events (at least 8 hrs) (FY 1989) |
| Higher Ed. Aid for Institutional Development (Education) | 175 | 196 | 205 | 17% | 13 | 7% | N/A |
| Adult Education State Grants (Education) | 137 | 158 | 201 | 47% | 51 | 34% | 3.3 million received services 1988-1989) |
| Howard University (Education) | 179 | 182 | 195 | 9% | -1 | -1% | N/A |
| Medical Training (Defense) | 185 | 189 | 190 | 3% | -13 | -6% | Over 14,500 trainees annually & over 3,000 scholarships |
| JTPA (American Indians, migrants, etc.) (Labor) | 155 | 156 | 159 | 3% | -11 | -7% | N/A |
| Perkins Loans (Education) | 206 | 148 | 156 | -24% | -70 | -31% | 688,000 student loans (1991) |
| Food Stamp Employment & Training[5] (Agriculture) | 126 | 148 | 154 | 22% | 16 | 11% | 1,366,521 individuals served (1990) |
| Vocational Rehabilitation[5] (Veterans) | 119 | 137 | 121 | 2% | -10 | -7% | 27,600 veterans received assistance (1991) |
| Dependent Education Assistance[5] (Veterans) | 103 | 106 | 108 | 5% | -5 | -4% | 39,700 dependents received funds (1991) |
| Other[6] | 1,408 | 1,627 | 1,840 | 31% | 295 | 19% | N/A |
| TOTAL | 21,868 | 23,157 | 24,770 | 13% | 770 | 3% | N/A |

[1]Program descriptions are in Appendix C.
[2]Complete Department/Agency titles are in Appendix D.
[3]Figures rounded to nearest $1 million. Tables may not total due to rounding.
[4]In 1991 dollars; see Appendix B.
[5]Obligations.
[6]Other federal programs that improve/provide services to post-high school years funded for less than $100 million in FY 1991.

93% of the federal funds going toward the improvement of education or the provision of services to individuals after high school in FY 1991 (some of these 30 programs include several individual federal efforts subsumed under a common program title). Exhibit 75 lists these 30 major program titles and their dollar figures for fiscal years 1989 through 1991. In general, these programs focus on accessibility to higher education, adult literacy, and the work force.

Financial aid programs that enhance accessibility to higher education represent the largest proportion of funds spent on postsecondary and adult education. Such programs enable many individuals to attend postsecondary institutions. The latest data indicate that for academic year 1986-1987, about 47% of all full-time undergraduates received federal financial aid.[35] By October 1988, 59% of White 1988 high school graduates were enrolled in college, versus about 50% of Black and 49% of Hispanic high school graduates. These figures may be contrasted with the college completion rates for 1990. While about 28% of 25- to 29-year-old White high school graduates had completed four years or more of college, about 16% of Blacks and 14% of Hispanics in this age category had done so.

**EXHIBIT 76**

Average Guaranteed Student Loan and Pell Grant Award and Number of Students Served by Fiscal Year

| AWARD TYPE | FISCAL YEAR | AVERAGE AWARD | NUMBER OF AWARDS |
|---|---|---|---|
| Pell Grants | 1989 | $1,373 | 3,473,000 |
| | 1990 | 1,438 | 3,276,000 |
| | 1991 | 1,484 | 3,421,000 |
| Guaranteed Students Loans | 1989 | $2,669 | 4,558,078 |
| | 1990 | 2,773 | 3,978,000 |
| | 1991 | 2,774 | 3,958,000 |

Among programs that enhance accessibility to higher education, by far the largest programs are Pell Grants and Guaranteed Student Loans. The figures for Guaranteed Student Loans itemized on Exhibit 75 include only the contracted subsidies for the loans, i.e., interest payments while students are in school and during a grace period upon completing school, plus an interest subsidy over the life of the loan and costs associated with loan defaults. If, however, the total aid available to the student, i.e., the loan amount, on the basis of the federal government's commitment is factored into the equation, then the figures increase to approximately $12.2 billion in FY 1989, $10.9 billion in FY 1990, and $11.7 billion in FY 1991.

Exhibit 76 lists the number of students served and the average award for both Guaranteed Student Loans and Pell Grants. The average Guaranteed Student Loan is consistently larger than the average Pell Grant award. The averages for both types of awards have risen modestly over the past three years. The Exhibit 76 Pell Grant figures may be compared to those appearing on Exhibit 77, which includes the maximum award allowed under the Pell Grant program and the average cost of one year of college for fiscal years 1989 through 1991. As can be seen, the average cost of college is larger than the maximum Pell Grant in any of the three years. For instance, in FY 1991, a maximum grant of $2,300 would cover a high of 39% of a single year's cost for a two-year public institution and a low of 15% of college costs for the average "Independent" (private four- and two-year institutions). The average Pell Grant award for 1991 (Exhibit 76) was about 65% of the maximum allowable award.

**EXHIBIT 77**

Maximum Pell Grants as Percentage of College Costs by Type of Institution and Fiscal Year

| | FY 1989 | FY 1990 | FY 1991 |
|---|---|---|---|
| Maximum Award | $2,300 | $2,300 | $2,300 |
| Average cost of Public 2-year | 5,455 | 5,804 | 6,176 |
| Maximum as % of Public 2-year cost | 42% | 40% | 39% |
| Average cost of Public 4-year | 7,109 | 7,557 | 8,035 |
| Maximum as % of Public 4-year cost | 32% | 30% | 30% |
| Average cost of Independent | 14,186 | 15,223 | 16,336 |
| Maximum as % of Independent cost | 16% | 15% | 15% |

In contrast, the maximum Guaranteed Student Loan for FY 1991 ranges from $2,500 to $4,000 depending on the loan type and school year; i.e., first-, second-, third-, or fourth-year student. The average Guaranteed Student Loan for FY 1991 is $2,774, or anywhere from about 45% to 17% of the cost of a single year of college.

Other programs listed on Exhibit 75 worth noting are the Job Training Partnership Act (JTPA), Adult Education, and several programs funded through the Department of Defense (DOD). The JTPA program is designed to provide a broad range of employment training services to disadvantaged youths and adults. There are two JTPA program headings on Exhibit 75: the state-controlled JTPA II-A program and a composite of federally administered programs targeted for disadvantaged American Indians, migrants, American Samoans, veterans, and the homeless. Nearly 700,000 disadvantaged individuals age 16 and above participated in the JTPA II-A program in 1990. However, both the JTPA II-A program and the JTPA (American Indians, migrants, etc.) program have experienced funding decreases in constant dollars between fiscal years 1989 and 1991. JTPA II-A had a 9% decrease in funding, while the JTPA (Indian, migrant, etc.) program had a 7% decrease.

In contrast to the JTPA programs, the Adult Education program has realized about a 34% increase in constant dollar funding in the same time period. Among other activities, the Adult Education program provides educational services to individuals who are less than fully literate. About 3.3 million individuals received services through the Adult Education State Grant program between 1988 and 1989. In spite of these efforts, adult literacy is still a pressing problem. In 1986, the National Assessment of Educational Progress (NAEP) released a report on literacy levels of 21- to 25-year-olds. This report revealed that while most of this population of young adults cannot be classified as "illiterate," neither are they fully "literate" for a

**EXHIBIT 78**

Major Activities of the National Center for Education Statistics

| ACTIVITIES | DESCRIPTION | DATA COLLECTION CYCLE |
|---|---|---|
| National Assessment of Educational Progress | Assessment of student achievement in grades 4,8, & 12. | Reading and math every 2 yrs; science & writing every 4 yrs; other subjects every 6 yrs. |
| National Adult Literacy Survey | Assessment of basic skills for persons 16 & over in using print information. | Every 4 yrs, starting in 1993. |
| International Surveys | Compares the US with other countries on student achievement, curriculum & instruction, etc. | Periodically -- no regular schedule. |
| Compilation of Existing Major Databases for NCES publications | Provide current information on the condition of public & private education. | Publications regularly scheduled. |
| National Household Education Survey | Collects detailed information on educational issues from a sample of households. | Begun in 1991; annually starting in 1993. |
| Trend studies such as the National Longitudinal Study of 1972 and 1988, the High School and Beyond Study, and the Beginning Postsecondary NCES Student Study | Provides ongoing data about critical transition experiences of students through elementary/secondary/postsecondary and beyond. | Regular intervals, depending on study, over a long period. |

technologically advanced society. NAEP developed "literacy scales," representing several distinct aspects of literacy. Most young adults adequately performed tasks at the lower levels on each of the scales, but only a small percentage could perform at levels required for more complex and challenging tasks. Moreover, other NAEP data revealed that approximately 15% of young adults cannot perform simple addition and subtraction.

The Department of Defense recruits between 200,000 and 250,000 18-year-olds per year, 95% of whom are high school graduates. This makes DOD the single largest "employer" of recent high school graduates in the country and most likely the largest employee trainer. The programs listed on Exhibit 75 include training programs for both military personnel (Specialized Skills Training, Professional Development Training, Flight Training, etc.) as well as civilian employees (Civilian Training). Moreover, the programs run the gamut from basic skills education to programs such as ROTC which provide college scholarships in return for military service.

## Federal Support for Educational Research and Development

### Introduction

To reach the National Education Goals, we need better information about current and future levels of educational achievement as well as effective methods for improving performance. The joint statement from Charlottesville makes clear that the federal government has substantial responsibility in both these areas. First, there is a federal responsibility to ensure that the nation receives "... good information on the real performance of students, schools, and states." Second, there is a federal responsibility for research and development regarding programs that work, including assistance in replicating successful programs.

In this section we briefly discuss the current federal role in research and development, paying particular attention to the major activities supported by the various federal agencies. The discussion is divided into two parts: 1) indicators and assessment, and 2) research and development.

### Indicators and Assessment

Recent federal investments in educational assessment have made possible the development of more and better information about the current condition of education. The collection of state-level data on eighth grade mathematics achievement for NAEP is a prime example of recent improvements in the national education data system. Data presented earlier in this report include these new NAEP data as well as data about other aspects of the educational system obtained from a variety of federal agencies. However, additional indicators must be developed and assessments carried out if we are to improve our ability to monitor annually the country's progress toward the National Education Goals.

Currently, the Department of Education's National Center for Education Statistics (NCES), with a FY 1991 budget of $64 million, is the principal federal agency collecting, analyzing, and reporting statistics on the condition of education in the United States. NCES assists states, local education agencies, and institutions of higher education in improving their statistical systems.

**EXHIBIT 79**

Federal Resources[1] by Department/Agency for Educational Research and Development

| DEPARTMENT/ AGENCY[2] | CURRENT $ IN MILLIONS | | | CHANGE 1989 – 1991 | | |
|---|---|---|---|---|---|---|
| | FY 1989 | FY 1990 | FY 1991 | CURRENT DOLLARS % | CONSTANT DOLLARS[4] $ IN MILLIONS | CONSTANT DOLLARS[4] % |
| Education | 146 | 162 | 193 | 32% | 33 | 20% |
| NSF | 21 | 44 | 54 | 157% | 31 | 143% |
| HHS | 35 | 36 | 39 | 11% | 1 | 2% |
| Defense | 13 | 14 | 16 | 23% | 2 | 12% |
| TVA | 1 | 2 | 3 | 200% | 2 | 173% |
| Labor | 4 | 4 | 2 | -50% | -2 | -54% |
| Housing | 0 | 0 | 1 | N/A | N/A | N/A |
| Justice | 0 | 0 | 1 | N/A | N/A | N/A |
| TOTAL | 219 | 261 | 310 | 42% | 70 | 29% |

[1]Figures rounded to nearest $1 million. Tables may not total due to rounding.
[2]Department/Agency contributing less than $1 million in FY 1991 not included.
[3]Complete Department/Agency titles are in Appendix D.
[4]In 1991 dollars; see Appendix B.

NCES provides data on student achievement through the NAEP. NAEP, as one of NCES's primary assessment activities, has a FY 1991 budget of $19 million; up 92% in constant dollars (see Appendix B for constant dollar computation) since FY 1989. Other NCES statistical activities account for the remaining $45 million of the FY 1991 budget. These activities provide data on issues such as the access of minorities to postsecondary education, the impact of enrollment changes on institutions, and the outcomes of education. Additionally, NCES compiles current data on vocational education, and produces data over time on various groups of students from elementary school through postsecondary education, transitions into the work force, and family structure. NCES also reports on American students' achievement in various subjects and on comparisons with students from other nations.

Examples of the Center's FY 1991 program are included in Exhibit 78.

**Research and Development**

The Office of Management and Budget classifies as educational research and development those activities which are conducted for the primary purpose of acquiring knowledge about or applying knowledge to the process of education at all levels, preschool through graduate school, including adult or continuing education. It does not include statistics or assessment-related activities. Educational research helps to identify, develop, and apply effective practices. While educational research has contributed to the improvement of both policy and practice, it is clear that we need to learn still more in order to achieve the National Education Goals.

Exhibit 79 lists the departments or agencies that sponsored educational research and development for fiscal years 1989 through 1991.

Because Exhibit 79 represents the first compilation of data on budgetary resources for educational research and development, it should be viewed as preliminary. The table includes research and development in science and engineering that is directly related to educational outcomes; it also includes the study of the history, philosophy, and organizational aspects of education. The amounts reported in Exhibit 79 represent only the direct federal dollars provided for educational research and development. Matching funds from states and localities, and institutions are not included; nor is direct training support for students and teachers (including fellowships and scholarships).

Four of the eight departments/agencies listed in Exhibit 79 account for about 98% of the funding for educational research and development in fiscal year 1991. These four departments/agencies are engaged in the following activities:

*U.S. Department of Education ($193 million)*

The U.S. Department of Education (DOE) supports a number of research and development activities. The largest of these is devoted to improving the quality and delivery of education to disabled persons. Programs include Rehabilitation Services and Handicapped Research (aimed at persons of all ages) and Special Education (focusing on children through age 21).

DOE also supports basic and applied research and development designed to better understand and solve problems in education. Through the Office of Educational Research and Improvement (OERI), DOE supports 25 university-based research and development centers (funded for about $24.2 million in FY 1991) and ten regional laboratories (funded for about $30.3 million in FY 1991).

*National Science Foundation ($54 million)*

The National Science Foundation (NSF) supports basic research on the process of teaching and learning mathematics, science, and technology. In addition, it supports the development of curricula in these disciplines and studies to evaluate the effectiveness of its education programs. Through programs such as Faculty Awards for Women and Minority Research Centers for Excellence, activities are aimed at increasing the participation of groups currently underrepresented in science, mathematics, and technology. NSF also supports a number of activities aimed specifically at improving the effectiveness of education in science-related fields and, in some cases, expanding our understanding of the physiological or psychological basis of learning.

*Department of Health and Human Services/National Institutes of Health ($39 million)*

Most of the educational research supported by the National Institutes of Health (NIH) focuses on the biological basis of learning. Examples include projects on the role of the nervous system on vocal learning and on learning problems in language-impaired children. Other NIH projects include the development of prototype computer-based curriculum delivery systems for the health professions; support, in conjunction with DOE, for a national center on science teaching and learning; and development of curriculum supplement for middle school students designed to provide information on career choices in the health sciences.

*Department of Defense ($16 million)*

All of the activities supported by the Department of Defense are designed to establish and apply principles

of technology-based instruction to promote learning. Examples include the development and testing of automated training tools and computer programs that help technical experts write instructional materials.

### Federal Efforts to Increase State and Local Flexibility

The joint statement from the 1989 Education Summit at Charlottesville recognized that improving our education performance would require a "...national, bipartisan commitment to excellence and to dramatically altering our system of education." To address this, the President and the Governors promised to seek greater flexibility in how state and local recipients used federal funds in exchange for a greater emphasis on educational outcomes. In short, they sought to "...swap red tape for results."

The National Education Goals Panel remains committed to dramatically improving our education system and achieving results at all levels. In order to do this, the education system must move from one that regulates inputs and processes to one that reports on outcomes and encourages performance. Both legislative and regulatory changes are needed to insure maximum flexibility. At the same time, while statutes and regulations at all levels of government should be reviewed and updated regularly to insure needed flexibility for program administrators and educators, statutes and regulations are not the only impediments to using federal and state funds in new and creative ways.

Our unique multilayered system of providing education services often inhibits educators from being innovative and from taking risks. It must be recognized that years of rigidity in the system have yielded policies and practices that discourage bold changes or experimentation with new ideas. Our laws, rules, regulations, audit procedures, and, possibly most importantly, our culture must not only allow for such innovation, but actually enable and encourage it. Educators and administrators at the state and local level need to know all of the legal options available to them and be encouraged to depart from traditional practice when necessary to improve performance.

The National Governors' Association asked the states to identify aspects of existing federal laws and regulations that limited their ability to provide effective instructional programs. This information was given to the federal government and has resulted in some clarifications of federal regulations and recommendations that existing regulations be modified. For instance, it is now clear that equipment used during regular school hours under the federal Chapter 1 program can also be used in the evening for adult education classes.

The Goals Panel considers the efforts made over the last two years to promote increased flexibility in the use of federal funds to be important first steps in enhancing the effectiveness of the federal/state partnership in education. The Panel will continue to promote program simplification, regulatory reform, and legislative and other activities that encourage flexibility.

### Federal Efforts to Control Mandates

The President and the Governors noted at the 1989 Education Summit in Charlottesville that federal action in areas outside of education could adversely affect financial support for education. They expressed particular concern over "mandates" which are federal requirements for states or localities to spend more monies in designated areas. These mandates have an especially damaging effect on education, because large and increasing shares of the education dollar come from state sources. Thus, new mandates from the federal government can limit the ability of states to support one of its traditional functions, at a time when state financial support for restructuring and reform efforts to help achieve the National Education Goals is so critical. Recognizing this reality, the President and the Governors issued a joint statement that urged "...that the Congress not impose new federal mandates that are unrelated to children but that require states to spend tax money that could otherwise go to education."

Since the summit, there have been additional mandates from the federal government that impose costs on states for programs unrelated to children. The impact of these mandates, combined with the slow growth in revenues and rapid increases in the costs of other services such as health care and the criminal justice system, make it increasingly difficult for states to continue to maintain their share of education costs. Localities face similar limits.

The National Education Goals Panel is concerned about the continued imposition of new federal mandates on states and the subsequent impacts these mandates have on states' ability to provide educational services and support restructuring and reform. It is especially troubling because of the difficult fiscal situation that state governments are currently facing throughout the country.

# Appendices

1991

# Appendix A

## SOURCES

### Part One

#### Goal 2

**Exhibit 1: High School Completion Status**
Phillip Kaufman, Marilyn M. McMillen, and Summer D. Whitener, *Dropout Rates in the United States: 1990* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991), 32.

**Exhibit 2: High School Completion Trends**
*Ibid.*, A28.

**Exhibit 3: Dropouts Who Returned to High School**
Mary J. Frase, *Dropout Rates in the United States: 1988* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1989), 39.

#### Goal 3

**Exhibit 4: Competency in Mathematics**
Mary Lyn Bourque and Howard H. Garrison, *The Levels of Mathematics Achievement: Initial Performance Standards for the 1990 NAEP Mathematics Assessment*, Vol. 1, *National and State Summaries* (Washington, D.C.: National Assessment Governing Board, 1991).

**Exhibit 5: Competency in Mathematics — Grade 4**
*Ibid.*

**Exhibit 6: Competency in Mathematics — Grade 8**
*Ibid.*

**Exhibit 7: Competency in Mathematics — Grade 12**
*Ibid.*

**Exhibit 8: Advanced Placement Results — Core Subjects**
The College Board, Advanced Placement Program, Results from the 1991 Advanced Placement Examinations, unpublished tabulations, August 1991.

**Exhibit 9: Trends in Advanced Placement Examinations — Core Subjects**
The College Board, Advanced Placement Program, Results from the Advanced Placement Examinations, various years, unpublished tabulations, August 1991.

**Exhibit 10: Knowledge of Civics**
Lee Anderson, Lynn B. Jenkins, James Leming, Walter B. MacDonald, Ina V.S. Mullis, Mary Jane Turner, and Judith Wooster, *The Civics Report Card* (Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress, 1990), 29, 47.

**Exhibit 11: Voter Registration**

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#### Goal 4

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**Exhibit 12: Science Achievement in Five Countries**
Archie E. Lapointe, Nancy A. Mead, Gary W. Phillips, *A World of Differences: An International Assessment of Mathematics and Science* (Princeton, NJ: Educational Testing Service, Center for the Assessment of Educational Progress, 1989), 38.

**Exhibit 13: Mathematics Achievement in Five Countries**
*Ibid.*, 17.

**Exhibit 14: International Mathematics Achievement Comparisons**
Data from: David Robitaille and Robert Garden, eds., *The IEA Study of Mathematics II: Contexts and Outcomes of School Mathematics* (Oxford: Pergamon Press, 1989), 105-119; and

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Goal 5

U.S. Department of Labor, Educational Testing Service, *Workplace Literacy Project* (Washington, D.C.), forthcoming

**Exhibit 15: Literacy Achievement**
Irwin S. Kirsch, Ann Jungeblut, *Literacy: Profiles of America's Young Adults. Final Report*, 2nd ed. (Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress, 1990).

**Exhibit 16: Literacy Achievement by Race/Ethnicity**
*Ibid.*

Goal 6

**Exhibit 17: Obtaining Illegal Drugs at School**
U.S. Department of Justice, Bureau of Justice Statistics, National Crime Surveys: School Crime Supplement, 1989, unpublished tabulations, 1991.

**Exhibit 18: Use of Drugs at School**
Lloyd D. Johnston, Patrick K. O'Malley, and Jerald G. Bachman, *Outcome Measures for Goal Six from the Monitoring the Future Study: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, August 1991).

**Exhibit 19: Trends in At-School Drug Use**
*Ibid.*

**Exhibit 20: Student Victimization**
*Ibid.*

**Exhibit 21: Threats and Injuries with Weapons**
*Ibid.*

**Exhibit 22: Student Victimization Trends**
*Ibid.*

**Exhibit 23: School Safety**
U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-free Schools, FRSS 42, 1991.

**Exhibit 24: Teacher Victimization**
*Ibid.*

# Part Two

Goal 1

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**Exhibit 25: Prenatal Care**
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**Exhibit 26: Birthweight**
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**Exhibit 27: Routine Health Care**
Barbara Bloom, "Health insurance and medical care: Health of our Nation's children, United States, 1988," *Advance Data From Vital and Health Statistics*: no. 188 (Hyattsville, MD: National Center for Health Statistics, 1990), 3.

**Exhibit 28: Child Nutrition**
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**Exhibit 29: Parent-Child Literacy Activities**
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**Exhibit 30: Parent-Child Arts Activities**
*Ibid.*

**Exhibit 31: Parent-Child Cultural Outings**
*Ibid.*

**Exhibit 32: Preschool Participation**
*Ibid.*

**Exhibit 33: Preschool Quality**
Ellen Eliason Kisker, Sandra L. Hofferth, and Deborah A. Phillips, *Profile of Child Care Settings Study: Early Education and Care in 1990*, submitted to the U.S. Department of Education, Office of Planning Budget and Evaluation, (Princeton, NJ: Mathematica Policy Research, Inc., 1991).

## Goal 2

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[5] *Ibid.*, 10.

[6] *Ibid.*, 21.

[7] Mary J. Frase, *Dropout Rates in the United States: 1988* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1989), 26.

**Exhibit 34: High School Dropout Rates**
Phillip Kaufman, Marilyn M. McMillen, and Summer D. Whitener, *Dropout Rates in the United States: 1990* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991), A18.

**Exhibit 35: Factors Related to Dropping Out**
Mary J. Frase, *Dropout Rates in the United States: 1988* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1989), 26.

## Goal 3

**Exhibit 36: Mathematics Achievement — Grade 4**
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**Exhibit 37: Mathematics Achievement — Grade 8**
*Ibid.*

**Exhibit 38: Mathematics Achievement — Grade 12**
*Ibid.*

**Exhibit 39: Trends in Reading Proficiency**
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**Exhibit 40: Trends in Writing Proficiency**
*Ibid.*

**Exhibit 41: Trends in Mathematics Proficiency**
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**Exhibit 42: Trends in Science Proficiency**
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**Exhibit 43: Advanced Placement Results — Foreign Languages and Fine Arts**
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**Exhibit 44: Trends in Advanced Placement — Foreign Languages and Fine Arts**
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**Exhibit 45: High School Course Completion — Core Subjects**
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**Exhibit 48: Science and Mathematics Teacher Preparation**
U.S. Department of Education, National Center for Education Statistics, 1987-88 Teacher Survey of the School and Staffing Survey (SASS), unpublished tabulations, 1991.

**Exhibit 49: Science Degrees Earned by Men and Women**
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**Exhibit 51: Science Degrees Earned by Different Race/Ethnic Groups**
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**Exhibit 52: Mathematics Degrees Earned by Different Race/Ethnic Groups**
*Ibid.*

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**Exhibit 53: Participation in Adult Education**
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**Exhibit 54: Main Reasons for Participating in Adult Education**
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**Exhibit 58: College Enrollment**
U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1988-90, unpublished tabulations from the National Center for Education Statistics, September 1991.

**Exhibit 59: Trends in College Enrollment**
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**Exhibit 60: Enrollment in Postsecondary Education**
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**Exhibit 61: College Completion**
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**Exhibit 63: Student Drug Use**
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**Exhibit 65: Teacher Disciplinary Control Over Classrooms**
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**Exhibit 66: Skipping School and Classes**
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[27] *Ibid.*

[28] Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *The State of Mathematics Achievement: NAEP's 1990 Assessment of the Nation and the Trial Assessment of the States* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991), 314, 317, 319, 338, 345, 370, 372.

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[31] *Ibid.*

## Federal Role

[32] The Office of Management and Budget (OMB) gathered the necessary fiscal data from the federal departments and agencies cited in the Federal Role chapter of this report.

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[35] U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1990* (Washinmgton, D.C. 1991), 287.

# Appendix B
## TECHNICAL NOTES

### GOAL 1

#### Child Development Associate (CDA)

A CDA credential is awarded by the Council for Early Childhood Professional Recognition, National Credentialing Program to individuals who have demonstrated competency in six established goal areas. Within a center-based setting, a person who demonstrates competence working with children aged three through five is a CDA with a Preschool Endorsement. The National Association for the Education of Young Children (NAEYC) recommends that staff in charge of a group of preschool children have at least a CDA credential or an associate degree in Early Childhood Education/Child Development.

#### Low Birthweight and Prenatal Care

For the low birthweight and prenatal care indicators, the number of cases reported as "not stated" were distributed among the reporting categories.

#### Preschool Centers

The term "preschool centers" for the preschool quality data includes all licensed center-based early education and care programs, as well as religious-sponsored, part-day, and school-based preschool programs that are exempt from licensing. Licensed before- and after-school programs are not included.

#### Preschool Participation and Family Activities with Children

The population estimates for the National Household Education Survey data on preschool participation and family activities cover 3- to 5-year-old children not yet enrolled in kindergarten. Age is established as of January 1, 1991.

### GOAL 2

#### High School Completion

There are two major paths to high school completion. Most students receive a regular high school diploma after completing the requisite secondary school coursework; other students, regardless of the number of high school courses they have completed, receive an alternative credential such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance. The high school completion rate for this report was calculated by combining data for students receiving regular high school diplomas with data for students receiving alternative credentials.

Another issue in developing these rates is who to include in the base population. Since there are persons well into their 30s and 40s working to complete high school, the age group that is chosen will affect the completion rate. Using an older age group as a base will generally produce a higher completion rate. For this report, completion rates were calculated for 19- and 20-year-olds and for 23- and 24-year-olds. The high school completion rate in 1990 was 83 percent for 19- and 20-year-olds and 86 percent for 23- and 24-year-olds.

#### Dropout Rates

There are a variety of ways to define and calculate dropout rates. Each type of dropout rate measures a different facet of dropping out. Three types of dropout rates are discussed in this report: event rates, status rates, and cohort rates.

- Event rates measure the proportion of students who drop out in a single year without completing high school. Event rates are important because they reveal how many students are leaving high school each year and how each year's rates compare with previous ones. The event dropout rate in 1990 was four percent.

- Status rates measure the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out. Status dropout rates are important because they reveal the extent of the dropout problem in the population and suggest the need for further training and education that will permit these individuals to participate more fully in the economy and the life of the nation. Status dropout rates are much higher than event dropout rates because they represent the cumulative impact of annual event dropout rates over a number of years. The status dropout rate in 1990 was 12 percent.

- Cohort rates measure what happens to a single group (or cohort) of students over a period of time. Cohort rates are important because they reveal how many

students in a single age group or grade drop out over time. Cohort rates also allow the calculation of how many dropouts from the cohort eventually complete high school with a diploma or an alternative credential. The cohort rate for 8th graders who had dropped out by 10th grade was 7 percent (NELS:88), while the cohort rate for 1980 sophomores who dropped out by the end of 12th grade was 17 percent (High School and Beyond).

### Socioeconomic Status

The measure for socioeconomic status is based on an index created by the National Opinion Research Center for the High School and Beyond surveys. This index gives equal weights to five student characteristics: mother's education, father's education, family income, father's occupational status, and possessions in the home.

## GOAL 3

### The Advanced Placement Program

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. AP examinations, which are given in May, are graded on a five-point scale: 5 - extremely well qualified; 4 - well qualified; 3 - qualified; 2 - possibly qualified; and 1 - no recommendation. Scores of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

Two Advanced Placement measures for core subject areas are included in this report: the number of examinations per 1,000 11th and 12th graders, and the number of examinations scored 3 or above per 1,000 11th and 12th graders. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

### Competency

In this report, the National Education Goals Panel has employed a standard of competency for mathematics achievement. That standard is derived from the achievement levels recently established through consensus by the National Assessment Governing Board (NAGB). Students scoring at the achievement levels of "Proficient" (representing the Goal 3 standard of demonstrated competence in challenging subject matter) and "Advanced" (denoting superior academic performance) were judged as competent in mathematics.

The Panel recognizes that the NAGB achievement levels have just been developed and their validity and reliability are yet to be determined. Only if the levels become fully validated will they be used in future NEGP reports as baseline indicators for judging national and state progress in mathematics achievement.

### Core Subject Areas

The core subject areas defined by the National Education Goals Panel are English, mathematics, science, history, and geography.

### National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students, and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported. In 1990 and 1992, NAEP will assess fourth, eighth, and twelfth graders.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation in state-level assessments in 1990 and 1992. The 1990 eighth grade mathematics assessment has been completed, and the results appear in this report. Forty jurisdictions—37 states, the District of Columbia, and two territories—participated in the 1990 trial assessment. Trial state assessments of fourth grade mathematics and reading will be conducted in 1992.

### NAEP Proficiency Levels

The NAEP scales are designed to provide a basis for describing student performance in different subject areas across grades, subpopulations, and assessment years in a way that can be easily understood. They

place student performance on a common 0 to 500 metric that can be used to trace growth in achievement through the school years and across time. To give meaning to the results, student performance is characterized at various levels along the scale. Since 1984, when NAEP started using this technique for reporting student achievement, policymakers at all levels have become increasingly aware of the value and utility of NAEP data.

*Levels of Mathematics Proficiency*

- Level 150—Simple Arithmetic Facts — Learners at this level know some basic addition and subtraction facts, and most can add two-digit numbers with regrouping. They recognize simple situations in which addition and subtraction apply. They also are developing rudimentary classification skills.

- Level 200—Beginning Skills and Understanding — Learners at this level have considerable understanding of two-digit numbers. They can add two-digit numbers, but are still developing an ability to regroup in subtraction. They know some basic multiplication and division facts, recognize relations among coins, can read information from charts and graphs, and use simple measurement instruments. They are developing some reasoning skills.

- Level 250—Basic Operations and Beginning Problem Solving — Learners at this level have an initial understanding of the four basic operations. They are able to apply whole-number addition and subtraction skills to one-step word problems and money situations. In multiplication, they can find the product of a two-digit and a one-digit number. They can also compare information from graphs and charts, and are developing an ability to analyze simple logical relations.

- Level 300—Moderately Complex Procedures and Reasoning — Learners at this level are developing an understanding of number systems. They can compute with decimals, simple fractions, and commonly encountered percents. They can identify geometric figures, measure lengths and angles, and calculate areas of rectangles. These students are also able to interpret simple inequalities, evaluate formulas, and solve simple linear equations. They can find averages, make decisions on information drawn from graphs, and use logical reasoning to solve problems. They are developing the skills to operate with signed numbers, exponents, and square roots.

- Level 350—Multi-step Problem Solving and Algebra — Learners at this level can apply a range of reasoning skills to solve multi-step problems. They can solve routine problems involving fractions and percents, recognize properties of basic geometric figures, and work with exponents and square roots. They can solve a variety of two-step problems using variables, identify equivalent algebraic expressions, and solve linear equations and inequalities. They are developing an understanding of functions and coordinate systems.

*Levels of Science Proficiency*

- Level 150—Knows Everyday Science Facts — Students at this level know some general scientific facts of the type that could be learned from everyday experiences. They can read simple graphs, match the distinguishing characteristics of animals, and predict the operation of familiar apparatuses that work according to mechanical principles.

- Level 200—Understands Simple Scientific Principles — Students at this level are developing some understanding of simple scientific principles, particularly in the Life Sciences. For example, they exhibit some rudimentary knowledge of the structure and function of plants and animals.

- Level 250—Applies Basic Scientific Information — Students at this level can interpret data from simple tables and make inferences about the outcomes of experimental procedures. They exhibit knowledge and understanding of the Life Sciences, including a familiarity with some aspects of animal behavior and of ecological relationships. These students also demonstrate some knowledge of basic information from the Physical Sciences.

- Level 300—Analyzes Scientific Procedures and Data — Students at this level can evaluate the appropriateness of the design of an experiment. They have more detailed scientific knowledge, and the skill to apply their knowledge in interpreting information from text and graphs. These students also exhibit a growing understanding of principles from the Physical Sciences.

- Level 350—Integrates Specialized Scientific Information — Students at this level can infer relationships and draw conclusions using detailed scientific knowledge from the Physical Sciences, particularly Chemistry. They also can apply basic principles of genetics and interpret the societal implications of research in this field.

*Levels of Civics Proficiency*

- Level 200—Recognizes the Existence of Civic Life — Students at this level have a rudimentary knowledge of civics. They possess a beginning political awareness of the distinctions between the public and private domains and are familiar with some of the functions of government that pervade their immediate experience. They have some knowledge about elections and are developing an awareness of democratic principles such as the rule of law, as evidenced by their understanding that laws apply to government officials. These students also recognize that individuals—specifically the accused—have rights. Their elementary political vocabulary includes such terms as candidate, ballot, vice-president, judge, juror, and citizen.

- Level 250—Understands the Nature of Political Institutions and the Relationship Between Citizen and Government — Students at this level are developing a knowledge of the nature of democratic institutions and processes. For example, they recognize the value of having more than one candidate in an election and the importance of the secret ballot. They are aware of the functions of a variety of government institutions and display a beginning understanding of federalism, as indicated by their ability to recognize the responsibilities of different levels of government. These students are developing an understanding of the reciprocal relationship between citizen and government. In addition to perceiving the purpose of individual rights in a democratic society and being able to identify some of these rights, such as the right to vote, they know of alternative ways to influence government—for example, making public speeches or writing letters to public officials. These students are developing a broader and more diverse political vocabulary.

- Level 300—Understands Specific Government Structures and Functions — At this level, students have a more differentiated understanding of the structures, functions, and powers of American government as prescribed in the Constitution. For example, they have an increased understanding of federalism, are aware of the separation and allocation of powers, and grasp the concept of judicial review. These students are also familiar with certain historical events and legal precedents that have helped to shape our democratic heritage. They can apply their knowledge of individual rights to particular situations, and their conception of citizen action now includes cooperative political activity, such as boycotts and lobbying. These students are familiar with such terms as chief executive, constitutional rights, veto, and lobbyist, indicating an increasing understanding of the language of American politics. They can apply their civic knowledge to a large number and variety of complex situations.

- Level 350—Understands a Variety of Political Institutions and Processes — Students at this level are distinguished by their broader and more detailed knowledge of the various institutions of government. For example, they can describe the responsibilities of the president, the Congressional power to override presidential vetoes and levy taxes, and the practice of judicial review. These students have a more elaborated understanding of a range of political processes—for example, presidential campaigns, primary elections, and public opinion polls. Their expanding political vocabulary includes such specialized terms as closed primary, impeachment, referendum, and recall election.

*Levels of Reading Proficiency*

- Rudimentary (150) — Readers who have acquired rudimentary reading skills and strategies can follow brief written directions. They can also select words, phrases, or sentences to describe a simple picture and can interpret simple written clues to identify a common object. Performance at this level suggests the ability to carry out simple, discrete reading tasks.

- Basic (200) — Readers who have learned basic comprehension skills and strategies can locate and identify facts from simple informational paragraphs, stories, and news articles. In addition, they can combine ideas and make inferences based on short, uncomplicated passages. Performance at this level suggests the ability to understand specific or sequentially related information.

- Intermediate (250) — Readers with the ability to use intermediate skills and strategies can search for, locate, and organize the information they find in relatively lengthy passages and can recognize paraphrases of what they have read. They can also make inferences and reach generalizations about main ideas and author's purpose from passages dealing with literature, science, and social studies. Performance at this level suggests the ability to search for specific information, interrelate ideas, and make generalizations.

- Adept (300) — Readers with adept reading comprehension skills and strategies can understand complicated literary and informational passages, including material about topics they study at school. They can also analyze and integrate less familiar

material and provide reactions to and explanations of the text as a whole. Performance at this level suggests the ability to find, understand, summarize, and explain relatively complicated information.

- Advanced (350) — Readers who use advanced reading skills and strategies can extend and restructure the ideas presented in specialized and complex texts. Examples include scientific materials, literary essays, historical documents, and materials similar to those found in professional and technical working environments. They are also able to understand the links between ideas even when those links are not explicitly stated and to make appropriate generalizations even when the texts lack clear introductions or explanations. Performance at this level suggests the ability to synthesize and learn from specialized reading materials.

## National Assessment Governing Board (NAGB) Achievement Levels

NAGB has established new standards for reporting the results of the National Assessment of Educational Progress (NAEP). The initial application of these standards to the 1990 Mathematics Assessment and the Trial State Assessment marks a significant departure from prior practice. Previously, NAEP results have only been reported in terms of statistical profiles. Now, for the first time on the national level, the Board's new standards allow NAEP data to be reported in terms of what students should be able to do.

This effort, part of the Board's Congressionally mandated responsibilities, resulted in three achievement levels: basic, proficient, and advanced. (A fourth level in this report, below basic, includes all those students who scored below the basic level.) The basic level denotes partial mastery of the knowledge and skills fundamental for proficient work at each grade. Proficient, the central level, represents solid academic performance and demonstrated competence over challenging subject matter. The advanced level signifies superior performance beyond proficient.

*Levels of Mathematics Achievement for Grade 4*

- (283) Advanced: Superior Performance — Fourth grade students who are performing at the advanced level should be able to demonstrate flexibility in solving problems and relating knowledge to new situations. They should be able to use whole numbers to analyze more complex problems. Their understanding of fractions and decimals should extend to a number of representations. Students at this level should determine when estimation or calculator use is an appropriate solution to a problem, as well as read and interpret complex graphs. Advanced fourth grade students should also be able to use measuring instruments in non-routine ways. These students should be able to solve simple problems involving geometric concepts and chance.

- (245) Proficient: Solid Academic Performance — Fourth grade students who are performing at the proficient level should have an understanding of numbers and their application to situations from students' daily lives. The proficient student should be able to solve a wide variety of mathematical problems; use patterns and relationships to analyze mathematical situations; relate physical materials, pictures, and diagrams to mathematical ideas; and find and use relevant information in problem solving. Fourth grade proficient students should understand numbers and concepts of place value and have an understanding of whole-number operations, as well as a facility with whole-number computation. For example, students should be able to solve problems with a calculator and have the ability to use estimation skills to solve problems. Proficient fourth grade students should understand and use measurement concepts such as length; be able to collect, interpret, and display data; and use simple measurement instruments.

- (207) Basic: Partial Mastery of Knowledge and Skills — Fourth grade students who are performing at the basic level should be able to solve routine one-step problems involving whole numbers with and without the use of a calculator. They should also be able to use physical materials and pictures to help them understand and explain mathematical concepts and procedures. Students at this level are beginning to develop estimation skills in measurement and number situations and should understand the meaning of whole-number operations. For example, students performing at the basic level should be able to link the meaning of multiplication with the symbols needed to represent it. These students are also beginning to develop concepts related to fractions and read simple measurement instruments. Basic fourth grade students should also be able to identify simple geometric figures and extend simple patterns involving geometric figures. These students should be able to read and use information from simple bar graphs.

*Levels of Mathematics Achievement for Grade 8*

- (336) Advanced: Superior Performance — Eighth grade students performing at the advanced level should be able to solve, with and without a calculator, a wide range of practical problems involving percents, proportions, and exponents.

These students should have a solid conceptual understanding of the interrelationships among fractions, decimals, and percents and their connections with proportions. Eighth grade advanced students should also understand and be able to use scale drawings, metric measurements, volume, and accuracy of measurement. These students should be able to solve problems involving elementary concepts of probability, interpret line graphs, and apply basic geometric properties related to triangles and to perpendicular and parallel lines.

- (295) Proficient: Solid Academic Performance — Students at the proficient level should be able, with and without a calculator, to solve problems requiring decimals, fractions, and proportions. They should be able to compute with integers. They should be able to classify geometric figures based on their properties. Proficient eighth grade students should be able to read, interpret, and construct line and circle graphs and show understanding of the basic concepts of probability. These students should be able to translate verbal problem situations into simple algebraic expressions and identify symbolic algebraic expressions representing linear situations.

- (255) Basic: Partial Mastery of Knowledge and Skills — The eighth grade student performing at the basic level should be able to identify and use the correct operations for solving one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers and decimals. These students should also have an understanding of place value and order of operations, and a conceptual understanding of fractions. They should be able to use a calculator and estimation to arrive at answers to simple problems. Basic eighth grade students can use rulers to calculate the perimeter and area of rectangular figures, and make conversions between units of measure within a given system of measurement. These students should be able to use basic geometric terms and identify elementary geometric figures. They should be able to read, interpret, and construct bar graphs and evaluate or solve simple linear equations involving whole numbers.

*Levels of Mathematics Achievement for Grade 12*

- (358) Advanced: Superior Performance — Twelfth grade students who are performing at the advanced level should be able to investigate numerical relationships and determine the validity of conjectures involving number theory concepts such as parity (odd, even) and divisibility. These students should be able to establish procedures for the comparison and conversion of measurements of length, area, volume, and capacity. These students should understand the Pythagorean theorem and its applications, as well as use of coordinate geometry to represent relationships and solve problems. These students should also be able to graphically describe data for a situation, as well as provide numerical measures of central tendency (mean, median, and mode) and variability. Advanced twelfth grade students should be able to apply probability and statistics concepts in reasoning about population characteristics based on information derived from a sample, including judging the adequacy of the sample. They should also be able to determine the probability of diverse events. These students should be able to translate information about linear situations from verbal or tabular forms to equations and analyze, verbally or in writing, the nature of relationships involving change in the values of the variables involved. These students should also be able to solve linear equations, inequalities, and systems of two equations in two variables, as well as evaluate a linear function and relate the value to a point on a graph of the function.

- (330) Proficient: Solid Academic Performance — Twelfth grade students who are performing at the proficient level should have considerable command of the use of number and operations involving all forms of real numbers. In particular, these students should be able to represent problems involving integers, decimals, and fractions using symbols or graphs. These students should also be able to select, interpret, and use measurement relationships and formulas in problem situations. They should be able to make and evaluate conjectures about the properties of geometric figures. Proficient twelfth grade students should be able to relate data about chance to physical models and use such models to solve problems. These students should be able to use coordinate systems on a number line to represent solutions to one-variable inequalities and use ordered pairs to describe locations in the plane.

- (282) Basic: Partial Mastery of Knowledge and Skills — Twelfth grade students who are performing at the basic level should demonstrate conceptual and procedural understanding of whole numbers, integers, fractions, and decimals and use them when solving routine problems. They should understand and apply measurement concepts and skills, including estimation, and solve routine problems involving time, money, and length. They should also be able to read scale drawings and use formulas to find areas and volumes. Basic twelfth grade students should be able to identify a wide range of geometric figures, describe their characteristics, and solve problems involving angle measurements and similar

triangles. These students should be able to interpret data in a variety of settings, including charts, tables, and graphs. Their understanding of chance should include the ability to select favorable outcomes to a situation and find the probability of an event in a setting involving a small number of outcomes. They should also be able to simplify and evaluate simple linear expressions and solve simple one-step linear equations and inequalities.

GOAL 4

## Degrees Conferred

The National Education Goals Panel combined the following fields of study to calculate the total number of science degrees conferred: Agriculture and natural resources, Computer and information sciences, Engineering, Health professions, Life sciences, Physical sciences, Psychology, and Social sciences.

The number of mathematics degrees comes from a single field of study, mathematics.

The data come from the Integrated Postsecondary Education Data System (IPEDS).

## International Assessment of Educational Progress (IAEP)

Five countries and four Canadian provinces participated in the IAEP. From each population, a representative sample of 13-year-olds was assessed in mathematics and science in 1988. For this report, assessment results are presented for Ireland, Korea, Spain, the United Kingdom, and the United States.

## IAEP Proficiency Scales

IAEP defined five points along the mathematics and science proficiency scales — 300, 400, 500, 600, 700 — in terms of what students know or can do if they perform at that level.

*Mathematics Levels*

- Level 300 — Perform Simple Addition and Subtraction — Students at this level can add and subtract two-digit numbers without regrouping and solve simple number sentences involving these operations.

- Level 400 — Use Basic Operations to Solve Simple Problems — Students at this level can select appropriate basic operations (addition, subtraction, multiplication, and division) needed to solve simple one-step problems. They are capable of evaluating simple expressions by substitution and solving number sentences. They can locate numbers on a number line and understand the most basic concepts of logic, percent, estimation, and geometry.

- Level 500 — Use Intermediate Level Mathematics Skills to Solve Two-Step Problems — Students at this level show growth in all mathematics topics in the assessment. They demonstrate an understanding of the concept of order, place value, and the meaning of remainder in division; they know some properties of odd and even numbers and of zero; and they can apply elementary concepts of ratio and proportion. They can use negative and decimal numbers; make simple conversions involving fractions, decimals, and percents; and can compute averages. Students can use these skills to solve problems requiring two or more steps and can represent unknown quantities with expressions involving variables. Students can measure length, apply scales, identify geometric figures, calculate areas of rectangles, and are able to use information obtained from charts, graphs, and tables.

- Level 600 — Understand Measurement and Geometry Concepts and Solve More Complex Problems — Students at this level know how to multiply fractions and decimals and are able to use a range of procedures to solve more complex problems. Students demonstrate an increased understanding of measurement and geometry concepts. They can measure angles found in simple figures, understand various characteristics of circles and triangles, can find perimeters and areas, and calculate and compare volumes of rectangular solids. Students are also able to recognize and extend number patterns.

- Level 700 — Understand and Apply More Advanced Mathematical Concepts — Students at this level have the ability to deal with properties of the arithmetic mean and can use data from a complex table to solve problems. They demonstrate an increasing ability to apply school-based skills to out-of-school situations and problems.

*Science Levels*

- Level 300 — Know Everyday Science Facts — Students at this level know some general scientific facts of the type that can be learned from everyday experiences. For example, they exhibit some rudimentary knowledge concerning the environment and animals.

- Level 400 — Understand and Apply Simple Scientific Principles — Students at this level exhibit a growing knowledge in the Life Sciences,

particularly human biological systems, and can apply some basic principles from the Physical Sciences, including force. They also display a beginning understanding of some of the basic methods of reasoning used in science, including classification and interpretation of statements.

- Level 500 — Use Scientific Procedures and Analyze Scientific Data — Students at this level have a grasp of experimental procedures used in science, such as designing experiments, controlling variables, and using equipment. They can identify the best conclusions drawn from data on a graph and the best explanation for observed phenomena. Students also understand some concepts in a variety of science content areas, including the Life Sciences, Physical Sciences, and Earth and Space Sciences.

- Level 600 — Understand and Apply Intermediate Scientific Knowledge and Principles — Students at this level demonstrate an understanding of intermediate scientific facts and principles and can apply this understanding in designing experiments and interpreting data. They also can interpret figures and diagrams used to convey scientific information. Students at this level can infer relationships and draw conclusions by applying facts and principles, particularly from the Physical Sciences.

- Level 700 — Integrate Scientific Information and Experimental Evidence — Students at this level can interpret experimental data that involves several variables. They also interrelate information represented in a variety of forms — text, graphs, figures, and diagrams. Students can make predictions based on data and observations and are aware of limitations of extrapolation. Students demonstrate a growing understanding of more advanced scientific knowledge and concepts, such as the definition of a calorie or the concept of chemical change.

## International Association for the Evaluation of Educational Achievement (IEA)

### Mathematics

The Second International Mathematics Study (SIMS) was conducted in the schools of 20 education systems under the sponsorship of the IEA.

A sample of students in each participating education system completed achievement tests at the end of the school year. Most of the data were collected between 1980 and 1982. The SIMS target population presented in this report included all students in the grade (year level) where the majority have attained the age of 13 years, 0 months to 13 years, 11 months by the middle of the school year.

To compare the average achievement (mean percent correct) of each education system with U.S. achievement, 95% confidence intervals were created for each system using estimated Bonferroni adjustments. This procedure was conducted for each mathematics subtest, including arithmetic, algebra, geometry, measurement, and descriptive statistics.

For this report, scores from England and Wales, Finland, France, Hong Kong, Hungary, Israel, Japan, Luxembourg, the Netherlands, New Zealand, Nigeria, Scotland, Swaziland, Sweden, Thailand, and the United States are included.

### Science

The IEA conducted its second international study of science achievement between 1983 and 1986, and reported the results from seventeen countries. For this report, scores from Australia, Canada, England, Finland, Hong Kong, Hungary, Italy, Japan, Korea, the Netherlands, Norway, the Philippines, Poland, Singpore, Sweden, Thailand, and the United States are included.

The target population used in this report consisted of either all 14-year-olds or all students in the grade in which most 14-year-olds are enrolled. A sample of students in each participating country completed science achievement tests.

To compare the average science achievement (mean percent correct) of each country with U.S. achievement, 95% confidence intervals were created using estimated Bonferroni adjustments.

## Mathematics and Science Teacher Preparation

Mathematics and science teacher characteristics are presented for teachers whose primary teaching assignment was in mathematics or science, and who received a degree in their field. Teachers majoring in mathematics education or science education were not included. High school teachers are defined as full-time teachers teaching in grades 9, 10, 11, or 12.

GOAL 5

## Socioeconomic Status

The measure for socioeconomic status is based on an index created by the National Opinion Research Center for the High School and Beyond surveys. This index gives equal weights to five student characteristics: mother's education, father's education, family income, father's occupational status, and possessions in the home.

### Young Adult Literacy Survey (YALS)

In 1985, the National Assessment of Educational Progress (NAEP) assessed the literacy skills of America's 21- to 25-year-olds. The purpose of the assessment was to collect data to better understand both the nature and extent of literacy problems facing young adults. NAEP used a wide variety of tasks that simulate the diversity of literacy activities that people encounter at work, at home, at school, and in their communities. NAEP adopted the following definition of literacy:

- Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

### Young Adult Literacy Scales

NAEP characterized the literacy of America's young adult in terms of three "literacy scales" representing distinct and important aspects of literacy:

- Prose comprehension tests measure the knowledge and skills needed to gain understanding and use information from texts such as editorials, news stories, and poems. A score of 200 indicates an ability to write a simple description of the type of job one would like to have. A score of 300 indicates an ability to locate information in a news article or an almanac. A score of 350 indicates an ability to synthesize the main argument from a lengthy newspaper article.

- Document literacy tests measure the knowledge and skills required to locate and use information from documents such as indexes, tables, paycheck stubs, and order forms. A score of 200 indicates an ability to match money-saving coupons to a shopping list of several items. A score of 300 indicates an ability to follow directions to travel from one location to another using a map. A score of 350 indicates an ability to use a bus schedule to select the appropriate bus for given departures and arrivals.

- Quantitative literacy tests measure the knowledge and skills needed to apply the arithmetic operations of addition, subtraction, multiplication, and division, either alone or sequentially. A score of 200 indicates an ability to total two entries on a bank deposit slip. A score of 300 indicates an ability to enter deposits and checks, and balance a checkbook. A score of 350 indicates an ability to determine the amount of a tip in a restaurant using a given percentage.

### Participation in Adult Education

The population estimates for the National Household Education Survey data on participation in adult education cover adults 17 years and older, excluding those engaged in full-time study.

## GOAL 6

### In-School Drug Use and Victimization in School

The data for the racial and ethnic subgroups have been given for a three-year average to increase the sample sizes and produce more reliable estimates. Although the year for these tables is labeled 1990, racial and ethnic subgroup numbers are a 1988 through 1990 average.

Definitions of school locations used in the school safety and teacher victimization exhibits are as follows:

City - A central city of a Standard Metropolitan Statistical Area (SMSA)

Suburb/Urban Fringe - A place within an SMSA of a large or mid-size central city and defined as urban by the U. S. Bureau of the Census.

Town - A place not within an SMSA, but with a population greater than or equal to 2,500, and defined as urban by the U. S. Bureau of the Census.

Rural - A place with a population less than 2,500 and defined as rural by the U. S. Bureau of the Census.

## FEDERAL ROLE

### Constant Dollars

This report shows current and constant dollars and percent change comparisons from fiscal years 1989 to 1991. A composite adjuster from the Office of Management and Budget (*Budget of the U.S. Government, Fiscal Year 1992*) was used to compute constant dollars. The composite adjuster numbers are 1.2578 for 1989 and 1.3804 for 1991. 1989 dollars were converted to 1991 constant dollars in the following way:

$$\frac{1.3804}{1.2578} \times \text{1989 current dollars} = \text{1991 constant dollars.}$$

# Appendix C

## DESCRIPTIONS OF FEDERAL PROGRAMS

*Adult Education State Grants (Education)* — Grants to states and localities for programs that enable all adults to acquire basic skills and continue their education to at least the level of high school completion.

*AFDC JOBS (HHS)* — Aid to Families with Dependent Children Job Opportunities and Basic Skills Training. Funding to states for the provision of remedial education, training, and work programs for welfare recipients.

*BIA Indian Schools (Interior)* — Bureau of Indian Affairs (BIA) funds for 180 elementary and secondary schools and dormitories for American Indians and Alaskan Natives.

*Bilingual Education (Education)* — Grants to assist school districts and other eligible grantees in the development and support of instructional programs for students with limited English proficiency.

*CACFP (Agriculture)* — The Child and Adult Care Food Program provides federal funds and Agriculture-donated foods to nonresidential child care and adult day care facilities to serve nutritious meals and snacks to participants.

*Chapter 1 (Education)* — Provides financial assistance to school districts to meet the special needs of educationally disadvantaged children who live in areas with high concentrations of children from low-income families.

*Chapter 2 (Education)* — Provides funds to states and localities to develop, implement, and expand innovative and effective education programs.

*Childhood Immunization (HHS)* — Grants to states for immunization services to protect children from many contagious diseases.

*Civilian Training (Defense)* — Provides both short- and long-term (up to one year) educational opportunities for qualified civilians in an effort to improve on the job skills or prepare for future career opportunities.

*Classroom Instruction (Defense)* — Defense Department-supported elementary and high schools for the dependents of military personnel both overseas and stateside.

*CN Commodities (Agriculture)* — Child Nutrition Commodities. This program provides commodities for the school meals and child care programs.

*Community and Migrant Health Services (HHS)* — Provide primary health services to the needy in areas that are medically underserved or have health care manpower shortages.

*Continuing Ed/VEAP (Defense)* — Continuing Education/Veterans Educational Assistance Program. Continuing Education is for off-duty education for officers and enlisted personnel, primarily in the pursuit of an academic degree. VEAP provides matching educational entitlement for qualified veterans.

*Dependent Education Assistance (Veterans)* — Education assistance for immediate family members of veterans who died in service or were captured or missing in action.

*Drug-free Schools (Education)* — Provides grants to states and localities to establish drug education and prevention programs for school children.

*Eisenhower Mathematics/Science (Education)* — Provides assistance to states and localities for programs to improve the quality of mathematics and science instruction.

*Family Support Payments for Day Care (HHS)* — Federal payments to states to support a proportion of daycare costs for AFDC recipients attending job training and education classes or for daycare costs during a one-year transition period for ex-AFDC recipients.

*Flight Training (Defense)* — Provides individual flying skills for pilots, navigators, and naval flight officers in fixed- and rotary-wing aircraft for qualified military members.

*Food Stamp Employment and Training (Agriculture)* — Federal grants to states to provide employment and training programs for able-bodied food stamp recipients.

*Foster Care (HHS)* — Federal payments to the states for AFDC (Aid to Families with Dependent Children) eligible children's substitute care.

*G.I. Bill (Veterans)* — This program category is a composite of three programs: the Post-Korean GI Bill, the Post-Vietnam Era Education Account, and the Montgomery GI Bill. All three provide monetary assistance for the postsecondary education of veterans.

*Guaranteed Student Loans (Education)* — Provides support for low-interest loans to students through commercial lenders to help pay for the cost of a postsecondary education.

*Head Start (HHS)* — An early childhood development program for disadvantaged and disabled children ages 3 to 5 that combines education, health care and nutrition, and active parental involvement to help children be healthy and ready for school.

*Higher Education Aid for Institutional Development (Education)* — Provides financial support for financially needy postsecondary institutions that serve disadvantaged students.

*Higher Education Special Programs for Disadvantaged Youth (Education)* — Support to higher education institutions for programs that provide support services for disadvantaged students to encourage participation in and completion of postsecondary education.

*Howard University (Education)* — Through a Congressional charter issued on March 2, 1867, funds are made available to aid in the construction, development, improvement, endowment, and maintenance of Howard University.

*HRSA (Health Resources and Services Administration) Health Professions Grants (HHS)* — Grants to health professions schools to support the training of health professionals: physicians, chiropractors, podiatrists, dentists, nurses, hospital administrators, etc.

*Impact Aid Grants (Education)* — Provides financial assistance to school districts whose enrollments are affected by federal activities such as military bases.

*Indian Health Service (HHS)* — A public health service intended to raise the health of American Indians and Alaska Natives.

*Job Corps (Labor)* — Residential education program that provides basic education and job skills for disadvantaged youth and adults ages 16 to 21.

*JTPA (American Indians, migrants, etc.) (Labor)* — The Job Training Partnership Act provides job placement and training for the disadvantaged among targeted groups: American Indians, American Samoans, migrants, veterans, and the homeless.

*JTPA II-A (Labor)* — Job Training Partnership Act. Federal assistance for alternative education and job skills programs serving disadvantaged youth and adults.

*JTPA Summer Jobs (Labor)* — Job Training Partnership Act II-B Summer Youth and Employment Training Program. Provides jobs, education, and training for disadvantaged youths ages 14 to 21.

*Magnet Schools (Education)* — Provides funding for local school districts to establish, expand, or operate magnet schools; reduce or prevent minority group isolation; promote excellence through specialized programs (i.e., mathematics, science, the arts); and encourage parental choice in public schools.

*MCH Block Grant (HHS)* — Maternal and Child Health Block Grant. Assistance to states for services to reduce infant mortality and improve the health status of mothers and young children.

*Medicaid for Children (HHS)* — Comprehensive health care for children from low-income families through the Medicaid Program.

*Medical Training (Defense)* — Includes a Health Professions Scholarship program, the Uniformed Services University of the Health Sciences, and training in civilian and military hospitals for both enlisted personnel and officers.

*Medicare Payments to Hospitals (HHS)* — Medicare funds teaching hospitals to cover a proportion of residents' salaries based upon the proportion of patients treated at the hospital that are Medicare patients.

*NIH Research Training (HHS)* — Grants to institutions and individuals for research science training in biomedical fields. Many of the funds are used to support graduate students and post-doctoral fellows in biomedical laboratories. A small

proportion of the funds supports undergraduates as well as medical doctors who plan research careers.

*Officer Accessions (Defense)* — Provides pre-commissioning training, including the Service Academies and the Officer Candidate/Officer Training Programs, used to recruit and train qualified officers.

*Pell Grants (Education)* — Federal student aid program that provides grant awards to low-income qualified students to defray the cost of postsecondary education.

*Perkins Loans (Education)* — Program to help financially needy undergraduates and graduate students meet the costs of education by providing low-interest, long-term loans through the postsecondary institutions.

*Professional Development Training (Defense)* — Provides advanced training for military members at both military and civilian institutions, and is designed to broaden the outlook and knowledge of individuals selected for more demanding command and staff positions.

*ROTC (Defense)* — The Reserve Officers Training Program. At the college level, ROTC provides both scholarship and non-scholarship opportunities to achieve an officer commission, and requires a four-year service commitment.

*School Meals Programs (Agriculture)* — This program category consists of the following four Department of Agriculture programs: *School Breakfast Program*: low-income children may qualify for free or reduced-price breakfasts; *National School Lunch Program*: low-income students in elementary and secondary schools and residential child care centers may qualify to receive free or reduced-price meals; *Summer Food Service Program* provides food service to children in needy areas during summer vacation; *Special Milk Program*: low-income children may qualify to receive their milk free in schools, summer camps, and child care institutions that have no other federal nutrition program, as well as kindergarten children who attend half-day sessions and have no access to meal programs provided by the schools.

*Special Education (Education)* — Provides funds to initiate, expand, and improve educational programs for disabled students in partnership with the states and localities.

*Special Education Basic State Grants (Education)* — Funds to assure that all children with disabilities have available to them a free, appropriate public education, which includes special education and related services to meet each child's unique needs.

*Specialized Skills Training (Defense)* — Provides officers and enlisted personnel with new or higher levels of skills in military specialties or functional areas to match specific job requirements.

*Supplemental Educational Opportunity Grants (Education)* — Program to help financially needy undergraduate students meet the cost of their education by providing supplementary grant assistance through participating postsecondary institutions.

*Vocational Education Basic State Grants (Education)* — Funds to help states and outlying areas to ensure equal opportunity in vocational education for traditionally underserved populations, and to improve the quality of vocational education programs for the nation's work force.

*Vocational Rehabilitation State Grants (Education)* — Supplements state efforts to provide comprehensive rehabilitation services to disabled individuals to become gainfully employed.

*Vocational Rehabilitation (Veterans)* — This program provides tuition, supplies, and tutoring as well as a subsistence allowance for the vocational training, evaluation, and case management of service-connected disabled veterans.

*WIC (Agriculture)* — The Special Supplemental Food Program for Women, Infants and Children. Provides nutrition assistance and education to at-risk pregnant women and young children from birth to five years.

*Work Study Grants (Education)* — Program to help financially needy undergraduates and graduate students to meet the costs of their education at participating postsecondary institutions by helping institutions to provide on- and off-campus part-time employment for students.

# Appendix D

## FULL FEDERAL AGENCY TITLES

| | |
|---|---|
| Agriculture | Department of Agriculture |
| BGSF | Barry Goldwater Scholarships and Excellence in Education Foundation |
| Commerce | Department of Commerce |
| Defense | Department of Defense |
| Education | Department of Education |
| Energy | Department of Energy |
| EPA | Environmental Protection Agency |
| HHS | Department of Health and Human Services |
| Housing | Department of Housing and Urban Development |
| HST | Harry S Truman Scholarship Foundation |
| Interior | Department of the Interior |
| JTPA | Job Training Partnership Act |
| Labor | Department of Labor |
| NAEP | National Assessment of Educational Progress |
| NAGB | National Assessment Governing Board |
| NASA | National Aeronautics and Space Administration |
| NEA | National Endowment for the Arts |
| NEH | National Endowment for the Humanities |
| NIH | National Institutes of Health |
| NSF | National Science Foundation |
| OERI | Office of Educational Research and Improvement |
| OMB | Office of Management and Budget |
| OPM | Office of Personnel Management |
| Smithsonian | Smithsonian Institution |
| State | Department of State |
| Transportation | Department of Transportation |
| TVA | Tennessee Valley Authority |
| Veterans | Department of Veterans Affairs |

# Appendix E

## THE NATIONAL EDUCATION GOALS

Goal 1: By the year 2000, all children in America will start school ready to learn.

**Objectives:**

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

**Objectives:**

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

**Objectives:**

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

**Objectives:**

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering, will increase significantly.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

**Objectives:**

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

**Objectives:**

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

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